

# School and Community

Vol. XX

OCTOBER, 1934.

No. 7

## PAINTING THE LEAVES

*B*USY NOW ARE THE FAIRY-ELVES.

*Happily singing among themselves*

*As they do their work with vibrant glee  
On the leaves of every forest tree;*

*Their voices so low that the keenest ear  
Can hear them only when no leaves stir.*

*Their bodies so filmy that sharpest sight  
Can see them never in broad daylight*

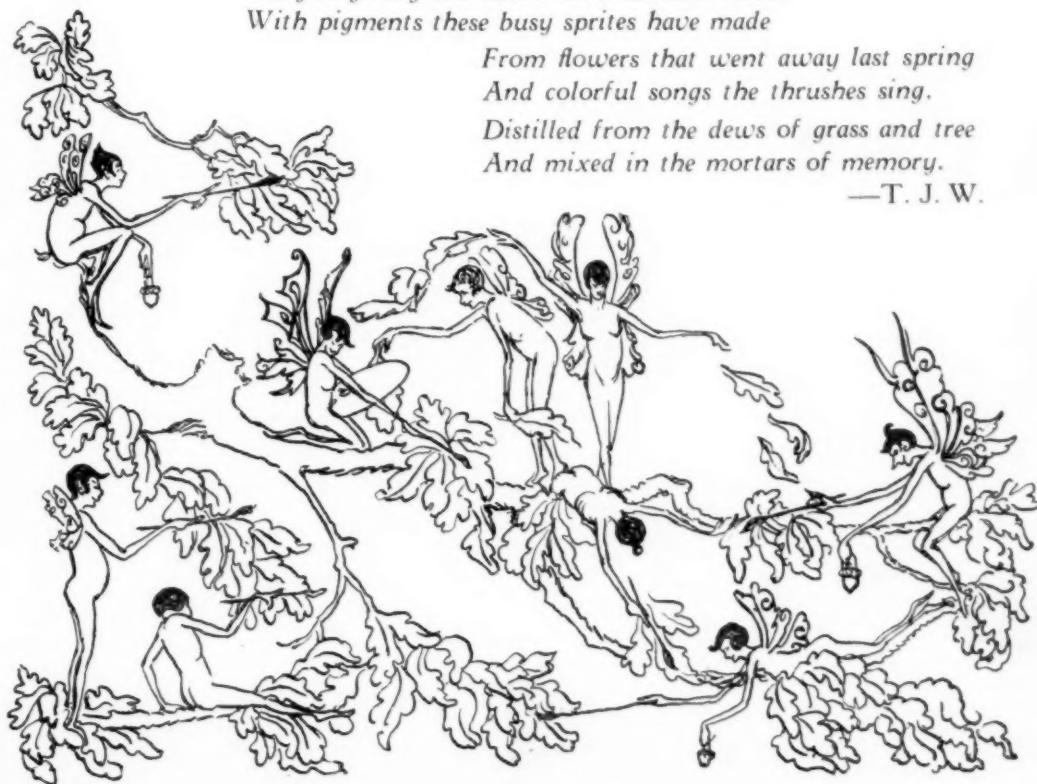
*But only when the pale moon beams  
Upon their forms with web of dreams.*

*They're giving the leaves their autumn shade  
With pigments these busy sprites have made*

*From flowers that went away last spring  
And colorful songs the thrushes sing.*

*Distilled from the dews of grass and tree  
And mixed in the mortars of memory.*

—T. J. W.



# SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers Association

Send all contributions to the editor.

THOS. J. WALKER, Editor

E. M. CARTER, Adv. Mgr.

Vol. XX

OCTOBER, 1934.

No. 7

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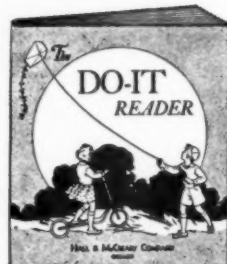
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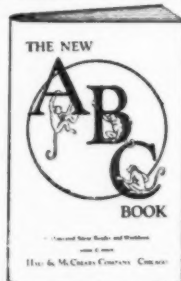
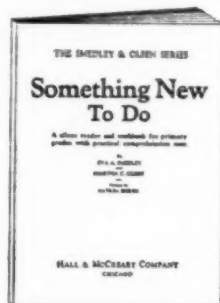
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**The New A B C Book.** This book is a motivated silent reader and workbook for primary pupils. Although it incidentally leads the pupil to a knowledge of the alphabet, it is not its primary purpose to teach the alphabet. The alphabet is simply the subject around which the text is built. In a vocabulary appropriate for first-grade pupils an interesting variety of seat work is provided, the execution of which serves as a test of the pupil's comprehension of the text. 12c ea. \$1.20 a doz.



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Prices quoted above are postpaid.

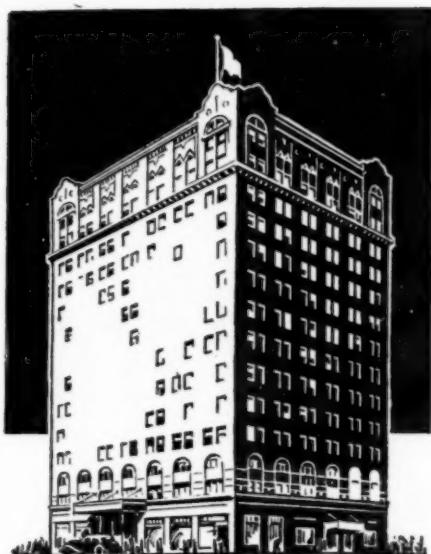
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*Lines*





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OCTOBER,

1934

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**THE** achievements of mankind, worthy of historical record through the ages, have taken place in a comparatively small part of the world. In fact, 90 per cent of all books of history are about Europe, which comprises only 7 per cent of the earth's land area.

**BRUNO** Lessing, columnist, asked Rod Larocque, motion-picture star, what ten articles he would choose if he were cast away on a desert island. Here is the list: Vilma Banky, \* knife, axe, boring tool, hone, binoculars, compass, lasso, Bible, and *The Winston Simplified Dictionary*. What would you choose, besides the W. S. D.?

\* Yes, yes, his wife.

**THROUGH** the ages men have eaten certain parts of animals and human beings in an effort to absorb their admirable qualities. Several centuries ago, however, the Tartars carried this idea further by eating *books* to acquire the knowledge contained in them.

**NOW** is the time to order Workbooks. Arithmetic, Reading, Spelling, English—these are just a few subjects covered by Winston Workbooks.

**AN** interesting excerpt from **OUR INDUSTRIAL WORLD**, the new J. Russell Smith geography: "The United States Government made an importation of camels for use in our own Southwest, but they arrived just before the Civil War. Because of the war, they were neglected and were probably eaten by wolves." The introduction of unusual and little-known facts such as this is just one of the many devices which Doctor Smith uses to maintain interest.

**NEWSPAPER** comic strips are read eagerly each day by at least 15,000,000 American families. There are more than 250 of these features and our 1,900 daily newspapers pay a total of \$150,000 a week for them.

**CHECK** list of THE NEW SILENT READERS, basal or supplementary activity type readers: Pre-Primer, Tots and Toys; Primer, Pets and Playmates; Book I, Growing Up; II, New Friends; III, The Wonder World; IV, Facts and Fancies; V, Whys and Wherefores; VI, Scouting Through; VII, Pioneer Trails; VIII, The Round-Up. Have you enough of each title?

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## MEET OUR CONTRIBUTORS

**John W. Gilliland** who writes on "Public Relations and American Education Week" is superintendent of schools at Aurora, Missouri. He is doing many things to cement community sentiment and public school activities. He is a graduate of Missouri University with a Master's Degree. Since 1929 he has been connected with the Aurora schools, coming there from the superintendency at Nixa.

**W. T. Carrington** who contributes the page of "Comments About Schools" is too well known to need introduction to Missouri school people. For many years he has served the educational interests of the State as State Superintendent and as President of a Teachers College and in many other prominent positions.

**Eugene S. Briggs** who writes about "Adult Education" is State Supervisor of Adult Education. He was until about a year ago President of a teachers college at Durant, Oklahoma. Since that time, he has completed work for his Ph. D. in Columbia University, assuming duties of his new position some two months ago.

**Ruby Nance Emery** (Mrs. G. V. Emery), Cape Girardeau, Mo. Graduate of Teachers College at Cape Girardeau. Became interested in Child Development and Nursery School Movement several years ago in graduate courses in the Home Economics Division at the Iowa State College at Ames. Attended one of three national training institutes for Federal Emergency Nursery School Workers held in Ames August 29, 30, 31. Member of Nursery School Advisory Board in Cape Girardeau, and assisted in setting up local units.

**Robin Larkey Hunt** was born at Lincoln, Missouri. He received his A. B. degree from William Jewell College, his A. M. and Ph. D. degrees from Colorado State Teacher's College, the latter in August, 1934. His professional career includes three years of high school teaching, thirteen years as superintendent in three school systems of Colorado, and he is now in his sixth year as superintendent at Madison, South Dakota.

Dr. Hunt served one year as president of the Colorado Teachers Association and five years as president of the Colorado State Athletic Board. He is chairman of the South Dakota state curriculum committee on character education and chairman of the state committee on character education surveys. He has written a number of articles for educational magazines and is author of a "Handbook on School Discipline." His field studies for his doctorate included: (1) a study of school discipline. (2) a study of weaknesses and essential qualifications of school superintendents in small school systems, and (3) a public school character education curriculum.



# EDITORIALS

## NOW IS THE TIME!

**N**OW IS THE TIME for you, and "you" in this case means every individual teacher in Missouri, to go to work in the interest of Amendment No. 3. It's the amendment that if passed will liberalize our State Constitution so as to permit legislation toward the establishment of teacher retirement funds. At this stage of development there is no need to waste time about detailed features of a retirement law. No law is before us for decision nor can one ever be until the out-moded section of our Constitution is changed and this changing is the only question now before the people of Missouri. So conservative were the makers of our Constitution sixty years ago that they wrote this prohibitive provision. At the present time Missouri is the only state whose Constitution contains such a bar to teacher retirement legislation.

This liberalization is the first step in a movement which may or may not result in the establishing of teacher retirement provision. At any rate if this step is not taken, it is certain that nothing can be done. If it is taken the way is opened for the next step.

What can you do? Well you have friends, that's certain, else you would not be a teacher. You can influence these toward a friendly attitude. You must do at least that much. There is no teacher in the State who cannot enlist at least ten people to vote for this amendment and while to you ten votes may appear hardly worth the ef-

fort, you know that "many mickle makes a muckle" and that 25,000 teachers actually at work will carry any proposition.

Here is a chance for you to work in your own interests and at the same time promote the general good. Ask your superintendent for literature. If his supply is exhausted, drop a note to E. M. Carter, Secretary, Columbia, Mo.

But in the meantime, go to work. You and only you are the responsible, interested person at the point where your work must be done. If you refuse or neglect to do your part, your part will not be done.

## HUMAN HOGS

**T**HESE STRANGELY queer two-legged hogs fit neither pigs nor pedagogs. But somehow they will always choose the pastures where the teachers use and favor thus their nearest kin by staying 'way from sty and pen. They want to play in human roles and cultivate their hoggish souls at the expense of those who pay, as decent people do, their way. If only they would try to win to better ways their kith and kin and lift the hogs to higher plane their lives might not be lived in vain. But we'll admit 'twould not be fine for self-respecting herds of swine to spend their tedious time in terms with pedagogic pachyderms. And so the teachers might as well put up with the unpleasant smell and tolerate with courteous art the teacher who won't do his part.

## FIVE ISSUES POINTED OUT

***Mr. Edie, Pres. of Northwest Association in a letter to Superintendents of that district urges attention to major issues now before the teachers of Missouri.***

"At the present time there are five issues which should be given serious consideration by the teachers of the Northwest District. Will you please call the attention of your teachers to these issues by a short talk or by the use of letter or bulletin board.

### 1. PROFESSIONALISM

The standards of the teaching profession can be raised only by a stronger and stricter professionalism which must come about through a feeling of loyalty for the profession; an increase in the standards of expert knowledge possessed by teachers and administrators; a deeper concept of the idea of service; and by replacing the individualistic attitude of teachers with sincere cooperative effort.

### 2. 100% MEMBERSHIP IN STATE AND DISTRICT ASSOCIATIONS

100 per cent enrollment in the State and District Associations is the goal for the Northwest District. An individual's loyalty to his profession can be measured by whether or not he is an active member. The \$2 membership fee buys more than any \$2 ever spent by a teacher. Let me encourage every loyal member to see that the Northwest District reaches the 100% mark.

### 3. NORTHWEST TEACHERS' CREDIT UNION

Less than a year ago there was organized by and for the teachers of the Northwest District a Northwest District Teachers' Credit Union. Its purpose was two-fold: First, to provide teachers the opportunity for investment from which they could be sure of definite interest rates. Second, to provide a medium through which teachers could secure loans for legitimate purposes at reasonable interest rates. Many teachers are being kept out of school and denied other privileges because of lack of funds. I believe it is our duty to provide available assistance for a neighbor teacher under such conditions. In this way teachers can easily finance their own difficulties. If each of the approximately 3000 teachers in this District would purchase one \$5 share, it would net an approximate \$15,000 which would be sufficient for present needs.

### 4. TEACHER RETIREMENT

In November the Teacher Retirement Amendment will either become a part of the Constitution or will have been shelved. If the teachers of Missouri are active in support it will become a reality. The acceptance of a retirement measure means for many the difference between a comfortable old age or confinement to an old folks home. If it is to carry it must have the active support of every Missouri teacher.

### 5. MORE SCHOOL REVENUE

Indications are that more school revenue can be secured when the next General Assembly convenes. We are all agreed that the 1931 law should be completely financed. Now is the time for us to do constructive work in behalf of progressive legislation in the interest of the boys and girls of Missouri. Seek the influence the people of your community have, as well as that of your Representative and Senator.

These five issues are not selfish from the viewpoint of the teacher but are necessary in the development of a wholesome school environment through which we may expect the proper guidance necessary for the production of useful lives and citizens. I shall count on you to help develop a deeper District consciousness concerning such important issues.

Sincerely yours,

MR. JOHN W. EDIE,

President, District Association."

## President Pauline A. Humphreys Presents Outline of Strong Program For State Meeting

**T**HE ANNUAL MEETING of the M. S. T. A. to be held in Kansas City, November 8-10, has many unusual offerings.

### Opportunities to see Demonstrations

For the many teachers who wish to learn from the Kansas City schools how best to handle their own problems there are the special demonstrations at the Woodland School on Wednesday morning, November 7. Supt. George Melcher and President George Diemer have arranged to present to the teachers of the State the same type of demonstrations as have been presented every Saturday to the teachers of Kansas City. These have become so popular that more than 600 city teachers come every Saturday to get ideas for the improvement of methods of instruction. It is expected that at least 500 teachers will avail themselves of this unusual opportunity. No demonstration will be given in the afternoon but all Kansas City schools will have "openhouse" to visitors. This gives visiting teachers an opportunity to see the type of work of special interest or that not demonstrated in the Woodland School.

Art teachers will be particularly interested in the educational work of the Wm. Rockhill Nelson Art Gallery. On Wednesday afternoon the sixth grade pupils of Kansas City go to the gallery for special art instruction. This art instruction consists of an illustrated talk followed by a conducted tour of that part of the gallery that contains the works of art discussed in the lesson.

### Assembly of Delegates General Sessions

The first session of the Assembly of Delegates, 8:30-10:15 in the Ballroom of the Hotel Muehlebach, will mark the official opening of the Annual Meeting. The First General Session at Convention Hall will open at 10:00 o'clock with a chorus of a thousand voices from the seventh grades

of the public schools of Kansas City under the direction of Miss Mabelle Glenn, Director of Music of the city schools. Dr. Edgar W. Knight, Professor of Education of the University of North Carolina, a brilliant scholar and author, will give the opening address. Dr. Wm. Trufant Foster, Director of the Pollak Foundation of Economic Research of Boston, Dr. Henry Lester Smith, Dean of the School of Education of the University of Indiana and President of the National Education Association, Dr. F. B. Knight, Professor of Education and Psychology of the University of Iowa, Dr. Wm. Scott Gray of the University of Chicago, Dr. A. J. Myers, Professor of Preventive Medicine of the University of Minnesota are educators who will appear on the programs of the general sessions.

The closing address by the versatile English author, John Langdon-Davies should be an attraction sufficient to intrigue every teacher to remain until the last word of the Annual Meeting is spoken.

### Divisional Meetings

The Divisional Meetings on Thursday afternoon and the Departmental Meetings on Friday afternoon have been made attractive by placing upon the program men and women who are experts in their special fields. It is at these meetings where counsel and inspiration may be given and where improved methods and techniques of instruction may be demonstrated. Miss Charl Williams of Washington, D. C., Field Director of the National Education Association, Miss Maud McBroom of the University of Iowa, Dr. L. H. Dennis, Executive Secretary of the American Vocational Association, Dr. Paul Gardner, Director of the William Rockhill Nelson Gallery of Art, Dr. Karl Krueger, Director of the Kansas City Philharmonic Orchestra, Dr. Homer J. Smith of the University of Minnesota are among the out-of-state speakers on these afternoon sessions.



### Adult Education

There is a special conference on Adult Education scheduled for Thursday, 4:30-5:30 o'clock at which Dr. Sherman Dickinson, Professor of Agricultural Education of the University of Missouri will preside. Dr. Eugene S. Briggs, State Supervisor of Adult Education, will be among the leaders of the discussions at this conference.

### Cultural Features

The cultural feature of the program is the concert given by the Kansas City Philharmonic Orchestra on Friday evening. This rare treat was made possible only by the generosity of the Chamber of Commerce of Kansas City, which presents this number to the teachers of the State. This number alone, beyond the reach of the Association itself, even in the most prosperous years of its existence, should attract many teachers who otherwise would not attend the Kansas City Meeting this year.

The All-State Orchestra will give its Fifth Annual Program under the direction of Mr. C. P. Kinsey of the Southwest Missouri Teachers College on Friday afternoon at 4:30.

### A Spectacular Demonstration

The Teachers Cooperative Council of Kansas City sponsors a spectacular demonstration in which 3,000 pupils will participate on Thursday evening. This is to be a period of instruction in which many valuable suggestions for health and recreation will be given.

When the official program appears in the November issue of the SCHOOL AND COMMUNITY, every teacher should sit down and read it through carefully, and note all of the opportunities presented for further preparation for the year's tasks. If this is done, only one conclusion can be made, namely: "I can't afford to miss the Seventy-Second Annual Meeting at Kansas City, November 8-10."

"We'll be seeing you."

## District Teachers Association Programs

The following is an outline program of the District Teachers Associations to be held in Kirksville, Warrensburg, Cape Girardeau, Springfield, Maryville and Rolla. Each of these programs will be held on October 18th and 19th with the exception of the Springfield program which will be held on October 17th, 18th and 19th.

### NORTHEAST MISSOURI TEACHERS ASSOCIATION

Kirksville, October 18-19

#### Officers

President, Chas. P. Mayo, Clifton Hill  
First Vice-President, J. M. Davidson, Memphis  
Second Vice-President, Mildred Crawford, Clark

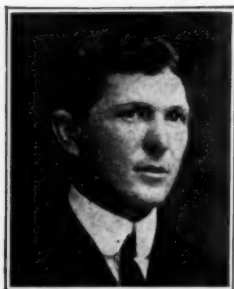
Secretary-Treasurer, L. A. Eubank, Kirksville

#### Executive Committee

Herbert Hartford, Worthington; Stephen Blackhurst, St. Charles; C. A. Powell, Macon; J. G. Van Sickle, Kirksville

#### First General Session

The First General Session will open at the Kirk Auditorium at 9:00 A. M. on Thursday, October 18th, with Mr. C. P. Mayo presiding. A welcome address will be given by President



PRES. CHAS. P. MAYO



SECY. L. A. EUBANK



Eugene Fair of the Northeast Missouri Teachers College which will be responded to by Mr. C. P. Mayo, President of the Association. Rabbi F. M. Isserman, Temple Israel, St. Louis, will deliver an address on "The International Merry-Go-Round." Mr. Wilson MacDonald, Canada's Poet Laureate, will speak on "Poetry and Truth" and Mr. Arthur S. Flemming, Executive Director of the United States Society, Washington, D. C., will bring a message on "You and Your Government in a Changing World."

#### Second General Session

At 1:30 P. M. in the Kirk Auditorium, Mr. J. M. Davidson, First Vice-President, will preside over a general session to be addressed by Mr. Wilson MacDonald and Rabbi F. M. Isserman. Their subjects will be "How to Make a Student Hate or Love Poetry" and "The New Germany and Its Implications for America."

The Schoolmasters Club Banquet will be held at the Masonic Temple at 6:00.

#### Third General Session

The Third General Session will be presided over by Miss Mildred Crawford, Second Vice-President, and will be held in the Kirk Auditorium, beginning at 8:00 P. M. A feature of this program, covering thirty minutes, will be an all district high school chorus directed by Mr. Barrett Stout. Miss Pauline Humphreys will speak on "Present Trends in Education in Missouri." Miss Humphreys is Head of the Division of Education of the State Teachers College at Warrensburg and President of the Missouri State Teachers Association. State Superintendent Chas. A. Lee will deliver an address which will be followed by a free picture show at the Kennedy Theater given to the teachers by the Kirksville Chamber of Commerce. Tickets for this show are to be secured at the secretary's desk at registration.

#### Fourth General Session

The Fourth General Session will be presided over by President Mayo and addressed by Wilbur L. Beauchamp and Orville G. Brim. Mr. Beauchamp is Assistant Professor of Education in the University of Chicago and Mr. Brim is Professor of Elementary Education in the University of Ohio.

#### Departmental Sessions

Departmental Sessions will be held as follows, beginning at 1:00 P. M.:

The Rural and Elementary Section presided over by Miss Willie Whitson will meet in the

Kirk Auditorium and will be addressed by Mr. Brim and Mr. Beauchamp.

The Fine and Industrial Arts will meet at the same hour in Room 302 of Science Hall with Mrs. Henry Boucher presiding. An interesting program will be given.

The Social Science and Business Education division will meet in Room 207, Library Building and a four reel motion picture made in East Africa will be presented by Dr. Richard L. Sutton, Jr., of Kansas City.

The Language and Literature division will meet in Room 101, Library Building. Miss Katherine Rowell will preside and conduct a panel discussion of English problems in the field.

Home Economics will meet in Room 314, Science Hall, Miss Lora McGee presiding, and Dr. Kathleen Still will discuss "Nutrition for Today."

At 2:00 P. M., the Music Division will meet in Room 201 of the Kirk Auditorium, Miss Marion Johnson presiding, and a chamber music program will be given by the Music Department of the College.

Mathematics and Science will meet at 2:00 o'clock in Room 308, Science Hall with Dr. Walter Tiller presiding. Professor R. T. Dufford, Secretary of the Missouri Academy of Science, University of Missouri, will discuss "The Missouri Academy of Science and What it Means to Missouri Science Teachers." "The Junior Academy of Science—Its Possibilities in Missouri High Schools" will also be discussed.

The School Administration division will meet in Room 204 of the Library Building. Mr. Henry Boucher will preside and Mr. Orville G. Brim will discuss "The Administrator as the Key to Educational Progress."

The Agriculture division will meet at 2:00 P. M. in Room 200, Library Building with Mr. Fred Russell presiding. A good program will be offered.

#### Fifth General Session

The Fifth General Session will be held at 3:00 o'clock in the Kirk Auditorium with President Mayo presiding at which time Dr. Richard L. Sutton, Jr., of Kansas City will give a lecture on "Snapshots from the Arctic—With Camera and Rifle in the Land of the Midnight Sun."

There will be a football game between the Northeast Missouri Teachers and the Southwest Missouri Teachers at 8:00 P. M.

#### Matins

(Air: America the Beautiful)

With grateful hearts, we thank Thee

For quiet, restful night.

With joyful hearts, we praise Thee

For glorious morning's light.

With humble hearts, we worship Thee,

Adore Thee and obey.

With valiant hearts, we'll do Thy will

Thruout this new born day.

—Carleton Everett Knox.

## CENTRAL MISSOURI TEACHERS ASSOCIATION

Warrensburg, October 18-19

## Officers

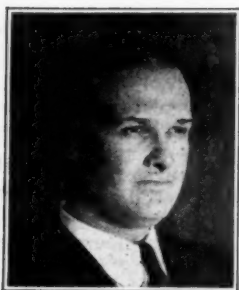
President, Harry McMillan, Lees Summit  
 Vice-President, Vernon W. Welch, Blainstown  
 Secretary, Fred W. Urban, Warrensburg  
 Treasurer, G. E. Hoover, Warrensburg

## Executive Committee

Harry McMillan, Lees Summit; Vernon W. Welch, Blainstown; Fred W. Urban, Warrensburg

## First General Session

The First General Session will be held on Thursday morning, October 18. This session will be addressed by Charles A. Lee, State Superintendent of Missouri; Miss Agnes Samuelson, State Superintendent of Iowa; and Miss Pauline Humphreys, Professor of Education at Central Missouri State Teachers College and



PRES. HARRY McMILLAN

President of the Missouri State Teachers Association. At 11:30 the teachers will divide into county groups for the transaction of business pertaining to the counties.

## Second General Session

The Second General Session will be held at 1:15 and will be addressed by Dr. C. A. Phillips, Director of the Elementary School, Missouri University, and some other person not yet announced.

## Sectional Meetings

At 3:05 the sectional meetings will go into session.

The Administrators meeting will be addressed by John R. Patterson, Superintendent of Schools, Roselle, New Jersey; and Dr. A. G. Capps, Professor of Education, University of Missouri.

The Secondary Education division will be addressed by Dr. Shelton Phelps, President Winthrop College, Rockhill, North Carolina.

The Elementary Section will be addressed by Dr. C. A. Phillips of Missouri University.

The Rural Section will be addressed by Miss Agnes Samuelson of Iowa.

At 4:30 the Central Missouri High School Athletic Association will give a program.



SECY. FRED W. URBAN

## Third General Session

The Third General Session on Thursday evening will be addressed by Dr. Shelton Phelps and will be followed by an entertainment.

## Fourth General Session

The Fourth General Session will be held on Friday morning beginning at 9:00 o'clock and will be addressed by Supt. John R. Patterson, Arthur S. Flemming, Executive Director, The United States Society, Washington, D. C., and at 10:40 the group will divide into sectional meetings.

## Sectional Meetings

The Sectional Meetings to be held on Friday morning will be addressed as follows: Administrators, Dr. Shelton Phelps; Secondary Education, John R. Patterson and Dr. A. G. Capps; the Elementary Section, Dr. C. A. Phillips and the Rural Section, Miss Agnes Samuelson.

On Friday afternoon at 1:15 will be held a business meeting. At 2:15 there will be a football game.

On Friday evening the Parent-Teachers Association will conduct a program which will be followed by a district orchestra and chorus.

## SOUTHEAST MISSOURI TEACHERS ASSOCIATION

Cape Girardeau, October 18-19

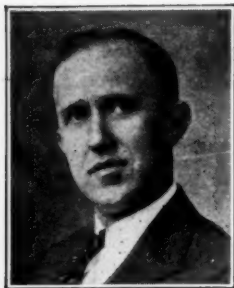
## Officers

President, Fred L. Cole, Potosi  
 First Vice-President, Mrs. Ruby H. Thompson, Charleston  
 Second Vice-President, Mary Lee Dunn, Centerville  
 Secretary-Treasurer, L. H. Strunk, Cape Girardeau

## Executive Committee

A. C. Magill, Cape Girardeau; C. E. Burton, Piedmont; Geo. D. Englehart, Matthews.

The headliners who will appear on this program are to be E. W. Butterfield, Commissioner of Education for the State of Connecticut. Mr. Butterfield who is one of the country's foremost educators and lecturers will appear



PRES. FRED L. COLE



SECY. L. H. STRUNK

on the program Friday evening, October 19, and will also assist in the Departmental programs.

James M. Glass, Professor of Secondary Education, Rollins College, Winterpark, Florida, will appear on the general program Friday morning, October 19. Mr. Glass is a specialist in junior high school and secondary education. He will also address the Department of Superintendents and High School Principals on Friday afternoon.

Walter Jenkins, Minister of Music, First Methodist Church, Houston, Texas, will have charge of all the group singing. This gentleman was one time director of Billy Sunday's evangelistic music. He also directed the singing at the Rotary International Convention.

County Superintendent Fred L. Cole, President of this Association, will address the teachers on Friday morning, October 19.

Miss Mary England, a native of Southwest Missouri and for the past several years connected with the Department of Education of Alabama, will speak on Friday morning, October 19 and will also assist in the Rural School program.

T. E. Musselman of Quincy, Illinois, who is a naturalist and a lecturer on nature study subjects of national repute will appear on the General Program of the afternoon of Thursday.

Goodwin Watson, Associate Professor of Education, Teachers College, Columbia University, New York City, will appear on the program of Thursday evening, October 18th, and also at the Superintendents and Principals Dinner. Mr. Watson is an authority on character education and personality adjustment so much in the thought of the educators of the day.

#### Other Features of the Program

Other important features of the program will be the All-Southeast Missouri Orchestra under the direction of O. Louis Wilcox. This orchestra will consist of 80 pieces and will appear on the general program Friday evening, October 19.

A football game between Cape Girardeau Teachers College and West Tennessee State Teachers College will be played on Friday afternoon at 3 o'clock.

Various groups will hold dinner and luncheon meetings.

The students of the Poplar Bluff high school will present a one-act play on the general program Thursday evening, and will be directed by Miss Myrtle Jeffords.

A reception will be given the visiting teachers at the conclusion of the program Thursday afternoon.

### SOUTHWEST MISSOURI TEACHERS ASSOCIATION

Springfield, October 17-18-19

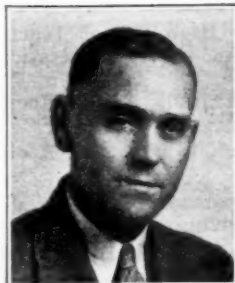
#### Officers

President, Jonah Long, Hartville  
First Vice-President, H. N. McCall, Greenfield  
Second Vice-President, Omer L. Robertson, Willard

Secretary-Treasurer, C. W. Parker, Ozark  
Executive Committee

Jonah Long, Hartville; Howard Butcher, Pierce City; Ray Hailey, Ava; J. B. Remington, Golden City

The Southwest Missouri Teachers Association program will begin Wednesday afternoon, October 17, at which time the County Superintendents Department will hold a session in Room 12 of the Administration Building of the State Teachers College. Mrs. Nettie M. George of Buffalo will preside. The meeting



PRES. JONAH LONG



SECV. C. W. PARKER

will be addressed by Dr. T. E. Musselman and State Superintendent Charles A. Lee. A general discussion of these addresses and a business session will also be held.

#### First General Session

The First General Session will be held Wednesday evening at 7:30 P. M. in the Shrine Mosque. President Jonah Long will preside. An address of welcome will be given by Mayor Harry D. Durst and responded to by Miss Dessa Manuel, County Superintendent of Schools, Bolivar. Addresses will be given by Superintendent Chas. A. Lee and Dr. T. E. Musselman.

#### Second General Session

The Second General Session to be held on Thursday morning, October 18, at 10:00 o'clock, will be presided over by Supt. H. P. Study of Springfield and after a musical program by the Springfield High School musical organization, an address will be given by Mr. E. W. Butterfield, State Commissioner of Education, Connecticut. His subject will be "School Dull, but Life Bright."

#### Third General Session

The Third General Session will be held in the Shrine Mosque Auditorium at 7:30 P. M.,

Thursday, October 18. Addresses will be given by J. Grant Frye, Past State Commander of the American Legion, and T. J. Walker, Editor of "School and Community." This meeting will be presided over by Supt. H. N. McCall, First Vice-President.

#### Fourth General Session

The Fourth General Session will be held at the Shrine Mosque, October 19, 3:00 P. M. Supt. O. L. Robertson, Second Vice-President, of Willard will preside. This program will be a musical program composed of the Springfield High School Symphony Orchestra conducted by Mr. James P. Robertson and chorus singing by the All-Southwest Missouri Chorus, which will be conducted by Dr. R. Ritchie Robertson.

#### Fifth General Session

The Fifth General Session will be held at 7:30 P. M. Friday at the Shrine Mosque, with President Jonah Long presiding. A musical program will be given by the Drury College Conservatory of Music, directed by Dean T. Stanley Skinner. Dr. Goodwin Watson, Psychologist, Columbia University, New York, will deliver an address entitled "To Teachers: Builders of Our New America."

#### Assembly of Delegates

The first session of the Assembly of Delegates will be held in Room 12 of the Administration Building, State Teachers College, on Thursday, October 18, at 10:00 A. M. At this meeting, further meetings will be arranged for if necessary.

#### Special Entertainment Features

Special entertainment features include a dance at the Shrine Mosque on Thursday evening at the close of the General Session with entertainment furnished by the Chamber of Commerce.

Transportation facilities will be furnished those who wish to visit the new Federal Hospital from 3:00 to 5:00 P. M. on Thursday.

Special arrangements are made for the accommodation of teachers at the Springfield Art Museum for those who wish to visit the

exhibits there.

#### Thursday Afternoon

Thursday afternoon will be given to Departmental Programs.

The Parent-Teacher Department will meet in Room 210, Education Building.

The Music Department will meet in Music Hall in Drury College.

The Trades and Industry Department will meet in Room 300, Science Building, Teachers College.

Vocational Education Department will meet in Room 47, Administration Building, Teachers College.

Rural Teachers Department will meet in the State Teachers College Auditorium.

The High School Administration Department will meet in Room 200, Education Building, State Teachers College.

The Home Economics Department will meet in Room 202, Science Building, State Teachers College.

Junior High School Department will meet in Room 12, Administration Building, State Teachers College.

#### Friday Morning

Departmental meetings will be held on Friday as follows:

Art Department at 11:00 A. M., Room 60, Administration Building.

Primary and Elementary Grades Departments at 9:30 A. M. in the Teachers College Auditorium.

Adult Education Teachers at 10:30 A. M., Room 42, Administration Building, Teachers College.

Department of Senior High School Teachers at 10:30 A. M., Room 40, Administration Building.

Science Department at 10:00 A. M., Room 105, Science Building.

Commercial Department, 10:00 A. M., Room 200, Education Building.

Physical Education Department, 10:00 A. M., Room 210, Education Building.

### NORTHWEST MISSOURI TEACHERS ASSOCIATION

Maryville, October 18-19

#### Officers

President, John W. Edie, Maysville  
1st Vice-President, Leslie Lawing, Maryville  
2d Vice-President, Mrs. Bessie Bailey, Gallatin  
3d Vice-President, Daisy Robbins, Savannah  
Secretary, Bert Cooper, Maryville  
Treasurer, Hubert Garrett, Maryville

#### Executive Committee

Cecil Jenkins, Savannah; Francis L. Skaith, Gower; Harry Thomas, Maysville

#### First General Session

The First General Session will be held in the College Auditorium beginning at 9:00 o'clock on Thursday morning, October 18, with Mr. John W. Edie, President, presiding. Mr. Edie will address the meeting on current problems in education effecting Northwest Mis-



PRES. JOHN W. EDIE



SECV. BERT COOPER



souri. Dr. Wilbur L. Beauchamp, Assistant Professor of Education, University of Chicago, will deliver an address on "Teaching Pupils to Study." Dr. R. L. Sutton, Jr., of Kansas City will deliver his lecture entitled "With Camera and Rifle in the Land of the Midnight Sun."

#### Second General Session

The Second General Session will be presided over by Dr. J. L. Lawing, First Vice-President and will be addressed by Dr. O. G. Brim, Professor of Education, Ohio State University, Columbus. Music for this session will be furnished by the Maryville High School Band under the direction of Mr. Wm. Gaugh.

#### Third General Session

The Third General Session will be held on Wednesday evening at 8:00 o'clock in the College Auditorium and will be presided over by President Uel W. Lamkin of the Northwest Missouri State Teachers College. Music will be furnished by the Northwest Missouri District High School Chorus conducted by Mr. C. James Velie of the College Conservatory of Music. Mr. Arthur S. Flemming, Executive Director of the United States Society, Washington, D. C., will deliver an address "You and Your Government in a Changing World."

#### Fourth General Session

The Fourth General Session will be held in the College Auditorium at 9:00 o'clock Friday morning. Miss Daisy Robbins, Third Vice-President of the Association will preside. Music will be furnished by the Northwest Missouri High School Chorus under the direction of Mr. Velie. Miss Pauline Humphreys, Chairman of the Department of Education, Teachers College, Warrensburg and President of the State Teachers Association, will deliver an address on "Present Trends in Education in Missouri." Addresses will be delivered by Mr. Chas. A. Lee, State Superintendent of Schools, Jefferson City, Missouri, and Mr. E. M. Carter, Secretary of the Missouri State Teachers Association.

#### Fifth General Session

The Fifth General Session will be held in the College Auditorium at 1:00 o'clock, Friday afternoon with Mrs. Bess'e Bailey, Second Vice-President, presiding. Music will be furnished by the College Conservatory of Music. Mr. William MacDonald, Canada's Poet Laureate, will deliver an address on "Poetry and Truth." New officers will be introduced at the close of this session. Dr. A. C. Krey, Director American Historical Association and

Professor of History, University of Minnesota, Minneapolis, will deliver an address on "The Great Gap in Our Education."

#### Departmental Sessions

Departmental Sessions will meet Thursday afternoon, October 18, beginning at 2:50.

The Rural School Section will meet in the College Auditorium and will be addressed by Prof. Brim, Prof. L. G. Somerville, and Miss Irene O'Brien.

The Elementary School Section will meet in the West Library, Miss Hattie Jones, presiding. Miss Mary Keith, Teachers College, will give a demonstration in reading for grade five. Dr. Wilbur L. Beauchamp will address the Department on "Teaching Science in the Elementary School." A demonstration of folk-dancing will be directed by Miss Nell Martindale.

The High School Section will meet in the Social Hall with Mr. R. T. Kirby presiding. Dr. R. L. Sutton, Jr., will give a motion picture of the Arctic region.

The College Section will meet in Room 205, College Administration Building, with Mrs. Anna B. Loy, presiding. The meeting will be addressed by Dean W. F. Sanders of Park College on "Recent and Current Curricular Changes in American Colleges."

The School Board Section will meet in Room 327, College Administration Building with Mr. L. G. Somerville presiding. This meeting will be addressed by J. G. Pierpoint, M. D., President Board of Education, Skidmore, on "The Relationship of the School Board to the Superintendent."

The Department of Commerce will meet at 4:00 o'clock in Room 225. Miss Minnie B. James will preside and a round table discussion will be led by Dr. H. M. Alexander of the Department of Commerce of the College.

The Rural and Elementary School Section will meet Friday afternoon in the College Auditorium, Miss Hattie Jones presiding. Miss Irene O'Brien of the State Department of Education will give a demonstration in geography. Mr. Wilson MacDonald will give an address on "How to Make a Student Hate or Love Poetry."

The High School and College Sections will meet in the West Library with Dr. H. A. Foster presiding. Dr. A. C. Krey, Director American Historical Association, Minneapolis, will deliver an address "Sources of Social Learning" which will be followed by a round table discussion.





## SOUTHCENTRAL MISSOURI TEACHERS ASSOCIATION

Rolla, October 18-19

## Officers

President, Miss Olinda Glaser, Sullivan  
 First Vice-President, Glenn Smith, Salem  
 Second Vice-President, Tom Turpin, Crocker  
 Third Vice-President, Richard L. Terrill, Bland  
 Secretary-Treasurer, B. P. Lewis, Rolla

## Executive Committee

J. H. Trippe, Richland; Ralph Marcellus, Rolla;  
 Mrs. Jessie McCully, Dixon; Ada M. Bawbell, Pacific

## First General Session

The First General Session of the Rolla Association will be held at Parker Hall, Missouri School of Mines, at 1:30 P. M. on Thursday, October 18. Music will be furnished by the Cuba High School Band and addresses will be given by Dr. Franc L. McCluer, President of



PRES. OLINDA GLASER

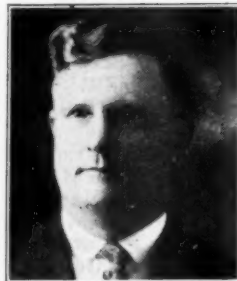
Westminster College and J. Grant Frye, Past State Commander of the American Legion of Missouri.

## Second General Session

The Second General Session will be held in Parker Hall, Missouri School of Mines, beginning at 8:00 P. M. Music will be furnished by the School of Mines R. O. T. C. Band and addressed by E. W. Butterfield, Commissioner of Education, State of Connecticut.

## Third General Session

The Third General Session will be held at Parker Hall, Missouri School of Mines, Friday morning at 9:00 o'clock. Music will be furnished by the Sullivan High School Orchestra and by the Union High School. An address will be given by Dr. T. E. Musselman,



SECV. B. P. LEWIS

Naturalist, Quincy, Illinois, and Professor Goodwin Watson, School of Education, Teachers College, Columbia University, New York City, will also give an address.

At the close of this session a business meeting will be held.

## Fourth General Session

The Fourth General Session will be held at the Rollamo Theatre at 1:30, October 19. Music will be furnished by the Dixon and Richland High Schools. Dr. T. E. Musselman will deliver an address and a picture show will follow as a gift of the Rollamo Theatre.

On Friday evening, Mrs. Amelia Earhart Putnam, aviatrix and first woman to fly the Atlantic, will speak on the General Lecture Course of the Missouri School of Mines.

## I Found Loveliness To-day

I found loveliness to-day,  
 Down along life's broad highway,  
 Saw its beauty in the trees,  
 Heard its whisper in the breeze;  
 Listed it in song bird's trill,  
 Then again in flowing rill;  
 Felt its warmth in glad sunshine,  
 Rhythm caught in swaying pine,  
 All along life's broad highway,  
 I found loveliness to-day.

I found loveliness to-day,  
 Down along life's broad highway,  
 Beauty saw in pastures green,  
 Next in clouds of silvery sheen,  
 Golden glow at break o'day,  
 Joy in children at their play,  
 Scented odor of wild rose,  
 Peace I found where violet grows,  
 All along life's broad highway,  
 I found loveliness to-day.

—Carleton Everett Knox.

## Public Relations and American Education Week

John W. Gilliland

**E**DUCATION IS the largest and most important business in our community.

Every business firm or utility finds it desirable to keep its stockholders informed of its conditions and needs. This is done because it is good business. A satisfied stockholder is a booster. A dissatisfied stockholder is a knocker; and the stockholder who doesn't know very much about the utility or business he has stock in is generally a dissatisfied stockholder.

The citizens of Aurora are our stockholders in the important business of education. As a stockholder each citizen has the right to know about the policies, the curriculum, the work, the plans, and the problems of the schools. In spite of his right to know these facts, the average adult citizens of Aurora as well as of the United States has reached the age of maturity with vague ideas about our public schools. If the average citizen has children of school age, he wants the schools to be up-to-date and efficient. If he does not need the schools for his children, he thinks of them simply as another department of the city government.

If the school fulfills its obligations to society, it must have as its patrons a school-minded group. The only way to secure the type of cooperation that makes for a school-minded community is to sell the program of education by keeping everlastingly at the task of interpreting the school and its program to the public. In other words, there must be an intelligent, sound, and continuous program of public relations.

Realizing the need for keeping the citizens informed in our community, we have endeavored to use every sound means possible in an effort to keep the schools constantly before the public.

One of the most highly successful activities that we have carried on as a part of our public relations programs is our annual observance of the week set aside each year in November by the National Education Association as American Education Week. The activities carried on during the week of November 6 to 12, 1933, pro-

duced the best results of any American Education Week that we have ever taken part in. After these results had been reported to National headquarters, it was suggested that we describe our method of observing the week, the results achieved, etc. We will therefore attempt to describe definitely and specifically our observance of American Education Week last year in the paragraphs following.

Any community enterprise that is successfully carried out must be carefully planned. In order to make necessary plans, a meeting of the principals of the elementary schools and the high school was called six weeks prior to November 6. At this meeting materials secured from the National Education Association and collected from various other sources were presented and discussed. At this meeting definite plans were made for each school as well as for securing the cooperation of every other agency of public opinion in the community.

Recognizing that there must be some advance publicity in order to insure the success of the program, we decided upon the plan of securing the services of an outstanding speaker for a community meeting one week beforehand. By appearing before the Ministerial Alliance and securing their approval, all churches agreed to take part in union services on Sunday evening, one week prior to American Education Week. Dr. W. W. Carpenter, Professor of School Administration, University of Missouri, was secured as the speaker, who used the subject "*The New Deal in Education*." A large crowd attended this meeting chiefly because the churches through their ministers promoted it and because prizes were offered by the elementary principals to the pupils of the room that had the largest per cent of their parents out to this meeting. We have learned that the most successful means of getting parents out to school affairs is through their own children. If the pupils are approached from the proper angle, they will in turn persuade their parents to attend the important meetings.

In addition to the community meeting that was held in order to prepare the people for American Education Week, a packet of materials on education was assembled and placed in the hands of every teacher, all ministers, and the editor of the local newspaper. These packets contained plans for programs for women's clubs, outlines for sermons, suggested programs for Young People's Societies, etc. The titles of articles included in this packet are as follows:

Why We Celebrate American Education Week  
Emergency in Education  
Unknown Teacher  
American School  
Your Afterself  
Is the Educational Fort Worth Holding?  
Idealism, the Need of the Hour  
The Depression and the Schools  
Patriotism, Education, and Religion  
What Democracy Pays for Ignorance  
Quotations  
Suggestions for Editors  
What Public Clubs Can Do  
What Women's Clubs Can Do  
Outline of Sermon  
Suggestions for Churches, Sunday Schools, and  
Young People's Societies.

A large part of the material contained in this packet was secured from the National Education Association for a small fee and was well worth the cost.

Similar packets of material were handed to the teachers at a staff meeting in each of the buildings. The main purpose of each of these meetings was to secure the enthusiastic cooperation of every teacher. These meetings might be compared to a "pep meeting" before an athletic contest, as we were trying to achieve about the same purpose, that of 100% support of the program.

In addition to the work with the teachers, the superintendent personally called on all the ministers of the town and every club president, as well as the editor of the local paper.

The ministers were asked to preach a sermon on education on the Sunday beginning Education Week, and the club presidents were asked to urge their members to visit the schools during the week. A suggestion came from one of the club leaders that a committee be sent to visit all the schools and report back to the club. This suggestion was adopted and carried out by all the clubs. The plans for American Education Week as well as the value of the ac-

tivities to be carried out were explained to the editor of the daily newspaper, and his cooperation was sought.

This newspaper played a very important part in helping to put over the program. A series of articles, one each day, was begun one week prior to November 6. These articles consisted of stories on prominent graduates of Aurora High School, announcements of activities, and essays written by students on education. In addition to these stories, "Visit-Your-Schools" slugs were inserted between articles all through the paper as a constant reminder. One of the articles that appeared in the local paper is quoted below:

#### SCHOOLS TO OBSERVE AMERICAN EDUCATION WEEK NOVEMBER 6 to 12

#### Parents Urged to Visit Schools During This Week

The week of November 6-12 has been set aside as American Education Week in the local schools in keeping with the program sponsored jointly by the National Education Association, the American Legion, and the Bureau of Education. This is the third year that the Aurora schools have taken part in the national program.

Last year Aurora received honorable mention for being one of the comparatively small number of communities that had as many as twenty-five per cent of their parents in the schools during the week.

In order to interpret to the parents and patrons just what the schools are trying to do, three meetings will be held during the week, at each of the three schools. Tuesday night, November 7, will be parents' night at the high school, at which time all parents will be urged to come to school and actually take the place of their boys or girls by going to their classes. Wednesday night the Lowell Parent Teachers Association is sponsoring a meeting at Lowell School and on Thursday night the Franklin P. T. A. will hold a meeting at the Franklin School.

So far we have discussed the work that was carried on prior to American Education Week in order to get the citizens back of the program. We shall now discuss the work carried on during the week.

To begin the week, every minister who was a member of the Ministerial Alliance preached a sermon on education. The most common subject was *Education and the Church*, although all of them touched upon the emergency in education to a certain extent. In addition to the sermons delivered, announcements were made urging the parents to visit the schools; and the young people's organizations conducted programs

on the theme of education. An announcement in the Churches Column of the local paper appeared as follows:

**M. P. Church**

- 9:45 Sunday School.
- 11:00 Worship. "The Great Teacher."
- 6:30 Endeavor.
- 7:30 Worship. "The Emergency in Education."

We will observe American Education Week at all services. The theme of the Sunday School lessons will be "Character Education." For Endeavor: "The Responsibilities of an Educated Man."

The churches all cooperated to the fullest extent. Certainly their support of American Education Week is essential if the week is to be as successful as it should be.

The actual activities of the week consisted of three night meetings (one at each of the elementary schools and one at the high school), an essay contest, poster work, and discussions with the high school students on the two topics "Education is Wealth" and "Significance of Education in a Depression." In addition to these activities a strong plea was made from every possible angle, through the students, that the parents visit the schools during the week while the classes were actually in session. In order to get from the pupils the assistance which was considered essential, a cash prize was offered to every room that had 100% visitation on the part of the parents. If no room reached the 100% goal, then the room that had the highest percentage in each building would be awarded the prize.

The first meeting of the week was held at the high school under the name "Parents' Night." Parents were urged to come to school that night and go through their son's or daughter's schedule of classes. Class periods were eight minutes in length. The first four minutes of the period were taken up by the teacher in explaining just why English III, woodwork, vocational home economics, or any other course, was taught in the high school. The other four minutes were used in answering questions of the parents about the course or school in general. Of course, the reader should keep in mind that each parent was provided with a copy of his child's schedule of classes and that he as a student was simply returning to school again with the school actually operating. At the close of

the eight periods, which required one hour and twenty minutes, including the time used for passing between periods, all parents and teachers retired to the auditorium, where an assembly program of group singing, music, and fun was conducted by the parents themselves. This gave the principal an opportunity to point out the value of extra-curricular activities. Approximately 51% of all of the parents of high school pupils were present at this meeting. We have found that the parents enjoy coming to school again, some of them to the extent that they even became as mischievous as if they were students. Certainly many of them will look forward to parents' night next year with even greater enthusiasm.

The second meeting was held at Lowell School, which was sponsored by the Parent-Teachers Association. The husbands of the officers presided at this meeting while the entire program was given by the Dads. This proved to be very amusing, for they dressed as the mothers. Furthermore it served to get the Dads out to the meeting. At the close all retired to the classrooms for a social hour together. Coffee and cake were served in the lunchroom. Approximately 61% of the parents of the pupils in this school attended this meeting.

The third meeting, held at Franklin School, was also sponsored by the Parent-Teachers Association. Basket dinner was served at 7. p. m., and afterward many of the guests observed the displays of work in the rooms until 8 p. m., when all met in the auditorium for a program. This meeting was also conducted by the Dads. Approximately 62% of the parents of the pupils of this school were in attendance. At this meeting, as well as at the others, parents were urged to visit the schools while regular classes were in session.

One of the valuable parts of this program of interpretation was the specially conducted visits that were arranged for or conducted by either the superintendent or one of the principals through each of the buildings. From four to five were taken in each group. The superintendent or one of the principals acted as guides, calling for them in his car and taking them through, discussing important matters about the school—such as classroom procedure, method, or some problem of organ-



ization. By using this method representatives from the following organizations visited the schools:

All members of Board of Chamber of Commerce

Committee from Rotary Club

Committee from P. E. O.

Committee from Saturday Club

Committee of Business and Professional Women's Club

Ministerial Alliance

Board of Education.

The members from these organizations represented a majority of the leading citizens of the town. The work that was being done in high school commonly referred to as the "Fads and Frills" by the critics of education was pointed out and explained to them. The result was that most of our visitors went away with the feeling that those subjects were clearly essential. One of the business men in this group remarked that he had been in our town twenty-six years and this was the first time he had ever been in the schools when classes were in session.

Besides the activities discussed above, another type of work was carried on during the week. One thousand booklets, entitled "Messages to Parents," were delivered to parents in the town. These booklets were obtained from the National Education Association at a small cost. They contain some very pertinent facts about the American public schools. Members of the high school citizenship class took part of one school day to go over the town and make personal calls on all of the parents, inviting them to visit the schools. A great deal of poster work which called attention to the emergency in education was done by the art class in the elementary schools. At the same period for four successive days the following subjects were discussed with the high school students:

The Significance of Education

Education and Wealth

Education and the Depression

Education, Which Way?

At the close of these discussions a mimeographed sheet of information was given to each student to take home to the parents each day.

The tangible results were far from ordinary for our community. They were as follows:

1. There were a total of 2088 actual classroom visitations.

2. One of the elementary schools was visited by 90.6% of the parents of its pupils.

3. Another elementary school was visited by 76% of the parents of its pupils.

4. The high school was visited by 50% of the parents of its pupils.

5. The average visitation for elementary schools was 83% of the parents represented.

6. During the week, 66% of the parents represented in the entire school were included among the visitors.

7. Three of the rooms in elementary schools had 100% visitation by their parents.

8. The total attendance at night meetings was 600.

9. Through their committees, seven different organizations visited the school and observed its work.

10. On the Sunday Preceding Education Week, six sermons devoted to educational problems were delivered.

The above may be mentioned as tangible results. They refer to organizations, figures, and numbers. But they do not by any means convey an adequate idea of the most important result. As we see it, the most significant result was that the home, the school, and the church are now a little closer together than ever before; the parents and the teachers are better acquainted, and together can do a better job for the boy or girl who will be our citizen of tomorrow.

Then too, we are certain in our own minds that Mr. Average Citizen feels just a little more pride, not only in the Aurora school system, but in public education in the United States, than he felt before American Education Week had been observed. The community is more school-minded than it was before.

In conclusion, it should be said that we recognize education cannot be sold merely by an activity that takes place during one designated week of the school year. We realize instead that in order to bring about a school-minded community the program of school interpretation must be continuous throughout the year. We strongly believe in the continual interpretation of education to the public, but we also believe that the proper observance of American Education Week affords an unusually fine opportunity to bring the parents and schools closer together, an opportunity of which we should take advantage if it is at all possible to do so.



## Comments About Schools

W. T. Carrington

There is a high degree of optimism relating to education. Its essence is hope; its watchword is progress. Public education has broadened the horizon of humanity and has substituted courage for fear, faith for doubt, skill for muscle. It has abolished fanaticism, superstition and hysteria. It fortifies against both physical and mental ailments. Man looks to a longer, fuller and happier life. Poise and stability implanted in our American civilization by public education have brought us through a slough of despond safely. All hail to the founding fathers of our public schools. All who have contributed to their present high degree of effectiveness.

\* \* \* \* \*

Schoolmen are growing less wildly progressive. The child-centered school is not a new conception, but we have made progress or we have succeeded in making practical application of this principle. Not everything done in the name of progress has always been wise. In a lengthy magazine article Mr. and Mrs. Samuel Caruthers claim that modern schools have failed to educate their three children properly. They claim that teachers do not know the children; that children are supposed to know what they have not been taught, and that there is lack of drill. Do we know Mr. and Mrs. Caruthers? Where do they live? Do they patronize public schools?

\* \* \* \* \*

Improve rural schools, all agree. The one-room schools are entitled to the best treatment. Larger school units are desirable, but must grow out of local initiative. The county superintendent is the natural and legitimate leader in rural school improvement. He properly expects state official help in pointing to ways and means of accomplishment, of promotion and of adjustment in both organization and program. The special adjustment needed is to use the child's present environment in teaching him. A country bred teacher, one who is in sympathy with living on the farm, is a suitable teacher for rural schools. It is suspected that much of the country longing for the bright city lights is due to young city bred teachers.

Avoid extremes. The middle road is the way to success. A teacher in contacting pupils may resort to a rigid discipline that begets rebellious spirits. A laissez faire discipline may result in disrespect and indifference. The golden mean is safer. Gentleness, positiveness, firmness, kindness combined with a moral force backed by religious character and Christian practices will make discipline natural and easy. Interest, not entertainment, is the real goal. Certification never adequately determines personality. School boards have the duty and responsibility of looking after the personal characteristics of their teachers, after their moral force and Christian influence.

\* \* \* \* \*

It is no longer three score years and ten. Man's allotted life naturally divides into three even periods, preparing, maturing, serving. Moses spent forty years under the direction and plans of others; then forty years getting wisdom and gathering force to carry him through the wilderness. Miss Mary McCulloch at the age of twenty-four was sent by Supt. W. T. Harris, famous as an educator and philosophic writer, to the equally famous Susan Blow in kindergarten supervision, to be assigned to kindergarten teaching in the St. Louis public schools. Nearly forty years ago, she became kindergarten supervisor and has since been a national figure in her work. She retired recently, eighty-one, serving many years above the natural allotment of time.

\* \* \* \* \*

There seems to be a general feeling that education costs too much. Real effective education is worth more than it costs, but that is begging the question, for some things are dear at any price. Taxpayers must learn to value education at its true worth and demand full return in effective teaching rather than look for reduction in costs. By virtue of long established custom with balanced budgets, many rural school boards in Missouri are able to maintain their schools at a higher level regardless of drouth and state failure to meet its legal guarantee. Hardened-headed farmer members of school boards know how to get results without going in debt. Many school boards, like wise men, pay as they go without complaint that education costs too much.

# Missouri State Teachers Association

## Group Life Insurance

FOR THE INFORMATION OF PERSONS INTERESTED, AN EXPLANATION OF THIS INSURANCE IS GIVEN BELOW.

1. Each member of the Missouri State Teachers Association who is not past the age of sixty years may apply for insurance in the amount of \$1,000, \$2,000, \$3,000, \$4,000 or \$5,000.
2. Each new applicant for insurance is required to show evidence of insurability by completing an application like the one attached. The insuring company reserves the right to demand further evidence of insurability without expense to the applicant, and to decline any unfavorable risk. The applicant will be required to submit to a medical examination under the following conditions:

- (a) If the age nearest birthday is over 45, or
- (b) If the amount of insurance is greater than \$3,000, or
- (c) If called for by the Company.

For a medical examination blank and information about approved examiners, write to E. M. Carter, Secy., Columbia, Mo.

3. The premium rates are shown below. The extra dollar goes to the Missouri State Teachers Association to cover the cost of handling the insurance.
4. Each premium is payable in advance. The first premium must accompany the application. If the insurance is not granted, the premium will be returned.
5. The schedule of rates is guaranteed for five years from June 1, 1932. Thereafter, the rates will be determined by experience with the group. The premium paid by any individual increases from year to year.
6. Change of occupation or place of residence does not invalidate the insurance.
7. The insurance affords protection in case of death from any cause. The full amount of insurance carried is payable, in the event of total and permanent disability before age sixty, to any member who joined the group before June 1, 1932, renewing on or before July 1, 1932, and to any other member joining before reaching the age of 55.
8. Changes of beneficiary may be made as often as necessary without additional charge.
9. The insurance carried may be converted, in whole or in part, without further evidence of insurability, into any form of ordinary-life, limited-payment, or endowment insurance written by the insuring company.
10. The Missouri State Teachers Association holds the master policy. Individual certificates will be issued to all persons insured.
11. The insuring company is the North American Life Insurance Company of Chicago, which was given an (A) EXCELLENT rating in the 1934 edition of Dunne's Insurance Report.
12. All applications and premiums should be sent to E. M. Carter, Secretary, Missouri State Teachers Association, Columbia, Missouri.

### GROUP LIFE INSURANCE PREMIUMS

Attained Age	Amt. of Insurance \$1,000.00	Attained Age	Amt. of Insurance \$1,000.00
16	\$ 4.97	39	7.06
17	5.07	40	7.35
18	5.15	41	7.68
19	5.26	42	8.08
20	5.37	43	8.49
21	5.47	44	8.99
22	5.58	45	9.52
23	5.64	46	10.12
24	5.71	47	10.80
25	5.77	48	11.54
26	5.81	49	12.38
27	5.85	50	13.28
28	5.88	51	14.28
29	5.90	52	15.38
30	5.93	53	16.59
31	5.95	54	17.93
32	5.98	55	19.37
33	6.06	56	20.97
34	6.15	57	22.70
35	6.26	58	24.58
36	6.42	59	26.62
37	6.61	60	28.89
38	6.82		

The attained age shown in the first column of the table is the age of the individual at his or her birthday nearest the time when the premium is due.

Premiums rates at older ages will be furnished on request.

To determine full premium, multiply the premium quoted above by the number of \$1,000's applied for and add \$1.00 carrying charge.

# MISSOURI STATE TEACHERS ASSOCIATION

## MEMBER'S APPLICATION FOR GROUP INSURANCE

### IN NORTH AMERICAN LIFE INSURANCE COMPANY OF CHICAGO

1. A. Your full name? _____				B. Residence? _____ (Street or R. F. D. address) _____			
C. Business Address? _____				City or town? _____			
D. School or employer? _____				County _____ State <b>MISSOURI</b>			
E. To what post office address are communications to be sent? _____				If in Country _____ Miles in a _____ Direction from _____			
F. How long have you lived at present address? _____				G. Previous residence and business addresses, if changed during last two years? _____		H. Are you Married? _____	
						I. Race? _____	
						J. Sex? _____	
2. A. Where were you born? _____		B. When were you born? _____		C. (Age? (Nearest Birthday) _____		D. Exact height _____	
(State or Country)						E. Exact weight _____	
						ft. in. lbs.	
3. A. Present occupation? _____				C. State your exact duties in full, and give length of time you have been engaged in present occupation. _____			
B. Other occupations, if any? _____							
4. Sum to be insured? _____		5. A. To whom is this insurance to be payable at your death? _____ (Print Full Name—Designation is Revocable)		B. Relationship? _____		C. Residence? _____	
6. What amount have you paid in connection with this application? _____		7. State here any special request as to date, etc. _____		8. CORRECTIONS AND AMENDMENTS (For Home Office use only). _____			
9. A. Is there any impairment now existing in your health or physical condition? If so, give full particulars. B. Have you ever had any chronic disease, or any illness or abnormal condition lasting more than one month? If so, give full particulars. C. Have you consulted a physician at any time within the last five years? If so, give name and address of each physician consulted and full particulars as to illness or accident and result. D. Have you within the past two years lived or been associated with anyone having tuberculosis? If so, give full particulars. E. Have there been any deaths in your immediate family from tuberculosis or insanity? If so, give full particulars. F. Have you ever made application or been examined for insurance in any company or society without obtaining the insurance as applied for? If so, give full particulars.				Yes or No		If Answer is "Yes" State Full Particulars Below.	
				A.			
				B.			
				C.			
				D.			
				E.			
				F.			
To be answered if applicant is a woman.		10. A. If married, maiden name in full. _____		B. Have you ever had any disease of the breast, uterus or ovaries? (If so, give particulars above.) _____		Yes or No	
						C. Are you now pregnant? If so, how far advanced? _____	

I hereby certify that all the statements and answers above are complete and true and may be relied upon by the Company as the basis for the insurance herein applied for.

I agree that in case of apparent errors or omissions the Company shall have authority to amend this application by endorsement in the space above entitled "Corrections and Amendments"; and that my acceptance of any certificate issued hereon accompanied by a copy of this application so amended shall constitute a ratification by me of any and all such endorsements and amendments.

Dated \_\_\_\_\_ Mo. \_\_\_\_\_

\_\_\_\_\_ 19\_\_\_\_

Witness \_\_\_\_\_

Applicant \_\_\_\_\_

We hereby certify that the Applicant named above is a member of this Association and eligible to apply for group insurance under the Master Policy held by the Association.

MISSOURI STATE TEACHERS ASSOCIATION,

By \_\_\_\_\_  
If this application is by one over age 45 or for \$3,000 or more the applicant should send for Medical Examination Report blank.

## Honor To Whom Honor Is Due

CHAS. A. COLE OF UNION HONORED

**T**O HAVE TAUGHT school for forty-seven years is enough to give one honorable place in the estimation of thoughtful people. When this term of service is confined to one community and when thirty-four years of it has been in one school, and that as superintendent; when the place of his service is in America where superintendents are generally supposed to be itinerant and in a small town where custom and local politics cause the ties of tenure to be extremely tenuous, such a period of service is enough to mark both the individual and the town as different, strange, and worthy of consideration.

Chas A. Cole and the town of Union have such a record; and on October 1, some 250 of Superintendent Cole's friends foregathered at a dinner in Union to give honor to him and to pay a tribute of appreciation for the services he had given to the people of that community during the first third of the Twentieth Century.

The dinner program was presided over by C. J. Burger, Superintendent of Schools at Washington, Missouri. Prominent in the arrangement of the affair was County Superintendent O. E. Burke. Both of these gentlemen deserve the thanks of all present for the masterful way in which they arranged and presented the program in a dining room filled to double its comfortable capacity. The speaking program was opened by Superintendent Don Matthews of Sullivan who is a candidate for State Superintendent of public schools. Mr. Matthews spoke on "Changing Educational Ideals." He emphasized two recent changes; viz., the emphasis that is now being placed on the child versus the old idea of subject-matter and the growing tendency to recognize state wide obligation for financial support of education versus the old idea of complete financial support by the local district. Mr. Matthews pointed

out the fact that Mr. Cole had been a sincere supporter of both these changing ideals.

"Charles A. Cole—Man of Character" was the subject treated by a fellow townsman of Mr. Cole's, J. M. Owen. Mr. Owen

told of the early life of the honored guest; his log-cabin birth, the Christian ideals of his parents, his early education and how he had continued it, receiving a college degree only a few years ago. He called attention to Mr. Cole's interest in all the movements that made for community betterment, his work in church and Sunday school, his response to every social and civic need and the fine example of his daily life which taught youth and adult even more effectively than



CHAS. A. COLE

did the precepts of books and lectures.

County Superintendent O. E. Burke discussed "Charles A. Cole's Service to Education." Mr. Burke spoke in part as follows:

"It has been said that the highest reward God gives us for good work is the ability to do better. Let us see how well this statement is exemplified in the career of our honor guest.

"Charles A. Cole began teaching October 4, 1887, at Burbois Postoffice, now Rosebud, in Gasconade County, Missouri. He was engaged to teach a four month's term at \$35.00 per month, but near the end of the term the patrons met and voted an extra month which Mr. Cole taught. He taught a six month term in the same district at \$40.00 per month the next year. He then taught two terms in the district directly north of Rosebud near Drake. The next two years found him teaching the Beemont School north of Gerald in Franklin County. By 1893 his reputation as a teacher had been so well established that he was elected to head the schools here in Union. He was reelected the following year, but resigned to accept a position in



the Washington High School, which was a private academy conducted by the Evangelical Synod of North America. For the want of patronage this academy was discontinued in the spring of 1895, and Mr. Cole was elected to head the Washington Public Schools under the title of Principal. He was also elected County School Commissioner of Franklin County the same year. He remained at the head of the Washington Public Schools three years and then decided to quit teaching and enter politics. He announced his candidacy for the office of Clerk of the County Court and won the nomination over Herman Wiesel, who had held the office for twenty years, in one of the hardest fought political battles ever known in Franklin County, but he lost in the general election of 1898.

"This same fall Mr. B. Logan Allee, who was head of the Union Schools, was sick of tuberculosis and resigned his position. Mr. Cole was elected to fill the unexpired term of the school year 1898-99 and has been at the head of the Union Public Schools ever since with the exception of the four years 1915 to 1919 when he was elected and served as County Superintendent of Franklin County Schools.

"Let us note that the educational services of Supt. Chas. A. Cole have already covered a span of forty-seven years, divided as follows: six years as rural teacher in the schools of Gasconade and Franklin Counties, one year as an academy teacher, three years as head of the Washington Schools, four years as County Superintendent of Franklin County Schools and thirty-three years as head of the Union Public Schools. He is now serving his thirty-fourth year. In addition to these services, he served several terms as county school commissioner of Franklin County and as a teacher in the old county institutes held in Franklin and adjoining counties, worked four summers in the office of the State Superintendent of Schools under the administration of Sam A. Baker and taught several summers in the Rolla Summer Session of the University of Missouri.

"The growth of the public schools of Union since 1898 and the career of Super-

intendent Chas. A. Cole have been so closely interwoven that every advancement in his career has resulted in progress and the extension of educational opportunities to the boys and girls of Union. The splendid school system here in Union is largely his handiwork.

"If we would ask Mr. Cole the secret of his fine service, I think he would reply in the words of George Linnaeus Banks

'I live for those who love me,  
For those who know me true;  
For the heaven that smiles above me,  
And awaits my spirit too;  
For the cause that lacks assistance,  
For the wrong that needs resistance,  
For the future in the distance,  
And the good that I can do.' "

Short speeches of reminiscences were given by Mrs. Ray Hasty, Mr. Frank Beinke and Mr. Frank Jenny all of Union and by Mr. Ray Young of Pacific, Mr. E. M. Carter of Columbia, Dr. Helmuth Kramolowski of St. Louis, Dr. Bauer of Columbia and others of his former students and personal friends.

Group singing was led by Mr. Gilbert Moore of Union and Professor Chas. E. Germane of the University of Missouri delivered a brief address. Mr. Cole himself closed the program with a short, feelingful talk two sentences of which reveal much of the man and throw floods of light on a character and a service in a realm where money is not a measure nor material gain a consideration. He said, "Never does a class sit down before me but that I feel it my job to see that each individual leaves the class improved. Teaching to me has not been merely a profession, it has been a passion."

Mr. Cole is not retiring. He is this year the best schoolman that he has ever been. He is not looking backward. Others reminisce. He prophesies. Others think of what he has done. He thinks of what he has to do. Thankful for the past and the opportunities it has given him for service, he is none the less awake to the pressing problems of the present.



Berenice B. Beggs, Editor

#### The Artist, Jack Frost

HE PAINTED my window in the night,  
And left a picture so silvery white.  
He built a castle grand and tall  
Surrounded by moats and a high stone wall.  
Brave knights in armor are riding along  
Followed by people in a gay throng.  
Fleecy clouds sweep the silent sky,  
And the snow tipped mountains reach so high.  
There are silver seas and a babbling brook,  
And fragrant blossoms in every nook.  
Far away near the base of the hill  
In shattered ruins is a water mill.  
This silvery, shiny, shimmery scene  
Is Jack Frost's miniature of my dream.

Berenice B. Beggs.

#### On Hallowe'en

LOTS OF things happen on Hallowe'en,  
The night when witches and cats are seen.  
Ghosts prowls about at twelve o'clock  
And disappear at the sound of the cock.  
The playful elves and the brownies roam  
Around the streets and about the homes.  
They steal the butter and crack the eggs,  
And scamper away on their nimble legs.  
They pinch the noses of all bad boys,  
And carry off the best of their toys.  
If you don't watch, they'll tap at your door,  
And throw mud balls all over your floor.

Berenice Beggs,

#### Galloping

GALLOPING, galloping, up and down  
Round and round and through the town  
On my pretty pony brown  
Here I go galloping.

My pony's feet go trot, trot, trot.  
I sit tall and rock, rock, rock.  
I wave my whip but use it not  
As I go galloping.

Faster faster now we go  
Galloping, galloping to and fro  
O, it's lots of fun you know  
Just to go galloping.

Florence Soden,  
Maplewood, Mo.

#### Black-eyed Susan

I LOVE the black-eyed Susan;  
She is my friend of old.  
Her heart's a little chocolate cake;  
Her petals are of gold.

Her fragrance is like blackberries;  
Her nature is most kind;  
For if you call her "Nigger head"  
She doesn't seem to mind.

And so I love her dearly,  
And think she's sweet and good  
As any pleasant thing that grows  
Within the summer wood.

Myrtle G. Burger,  
Washington, Mo.

#### Baby Sails

IF YOU break a milk weed pod  
And let the white sails out,  
Baby elves will each have one  
To carry them about.

They can sail away for miles  
To places strange and old,  
But if they go so very fast  
Their noses will get cold.

Berenice Beggs,

#### The Rain

Oh, look at the rain  
On the window pane.  
It beats with a loud tattoo.

Now it falls in sheets  
Along the paved streets,  
I wish I were out, don't you?

B. Beggs,

#### Jumping Jack

MY JUMPING Jack is a funny toy  
He doesn't do a thing  
But stands so very tall and still,  
Until I pull the string.

Then how he does bend and bow  
Jump, kick and fling.  
He makes me laugh and laugh and laugh  
When I just pull the string.

Florence Soden,  
Maplewood, Mo.

**I'd Like To Be a Traffic Cop**

IF SOME good fairy spoke to me  
And asked me what I'd like to be,  
I'm sure I'd want to be a cop,  
And raise my hands for cars to stop.

My whistle I would blow and blow,  
Before I'd let the big cars go.  
And those that budged or crossed the line  
I'd charge a most enormous fine.

I'd like to be a cop at night,  
And stay out late to see the sights.  
The great white lights along the way  
Would make the streets as bright as day.

I'd blow my whistle and you'd see  
Big crowds of people walk past me.  
Taxis and trucks would have to stop,  
'Cause they're afraid of a traffic cop.  
Berenice Beggs,

**I Wonder**

IN WINTER time I wonder  
Where all the froggies go,  
And how the birds find their food  
When all is white with snow.

In summer time I wonder  
How any sheep keeps cool  
When on his back he carries  
A coat of hairy wool.

B. Beggs.

**My Picture Book**

INTO MY picture book so new  
I sit and look through and through,  
With flowers and fairies on every hand  
I look right into fairyland.

See, there's a castle my picture book holds  
Covered all over with silver and gold  
And trees with branches tall and high  
That reach way up past the top of the sky.

So when the folks are all away,  
And I stay at home with nurse all day  
It's fun just to sit and look  
Visiting the land of my picture book.

Florence Soden,  
Maplewood, Mo.

**The Gate**

Down by our garden there is a gate,  
Where I love to go and ride.  
I hold with both hands, swing to and fro,  
And ride and ride and ride.

Sometimes I play the gate is my boat,  
The swing the ocean tide.  
For oars I hold the gate with both hands  
And ride and ride and ride.

Nobody says, "Please be still"  
As my boat I carefully guide  
And that is why I like the gate  
So I ride and ride and ride.

Florence Soden.

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## Why The Federal Emergency Nursery School

By Ruby Nance Emery.

**"IT HAS BEEN BROUGHT** to my attention that young children of preschool age in the homes of needy and unemployed parents are suffering from the conditions existing in the homes incident to current economic and social difficulties. The educational and health programs of nursery schools can aid as nothing else in combatting the physical and mental handicaps being imposed upon these young children."

When this message from Mr. Harry Hopkins, Director of Federal Emergency Relief Administration, was brought by Dr. Mary Dabney Davis of the Nursery School Office of Education to the National Association for Nursery Education in session in Toronto, Oc-



Nursery School Children At Play

tober, 1933, the organization pledged its support to the emergency nursery school program. The members of the association felt that this new plan of relief which was organized to employ needy teachers and to care for underprivileged children would provide an opportunity to put into practice the results of the past twenty years of study and research in the various child study centers and in the private nursery school laboratories. A National Advisory Committee on Emergency Nursery Schools was formed to work with the U. S. Office of Education. The professional organizations belonging to this advisory committee are: National Association for Nursery Education, Association for Childhood Education and the National Council of Parent Education. The Executive Committee is composed of two members from each organization working with Dr. Mary Dabney Davis of the U. S. Office of Education. This committee working in collaboration with representatives of the Federal Emergency Relief Administration laid out definite policies and purposes for this new plan of relief and education for which the public school systems have not heretofore assumed responsibility.

### Why Nursery Schools

1. The primary purpose of the emergency nursery school is the physical welfare and the wholesome mental development of the young children who attend these schools.

The physical wellbeing of the children is safeguarded thru a health program which includes daily physical inspection, codliver oil and orange or tomato juice and a warm noon meal followed by a nap. Daily inspection by the registered nurse guards against illness, reduces the spread of contagious disease and may detect defects that can be remedied early in life. Codliver oil and fruit juice furnish the growth elements that are apt to be missing in the restricted diet at home. The meals are nutritious and well balanced but inexpensive. The nap in an atmosphere conducive to sleep and relaxation aids in building up the strength and resistance as well as the mental poise of the child.

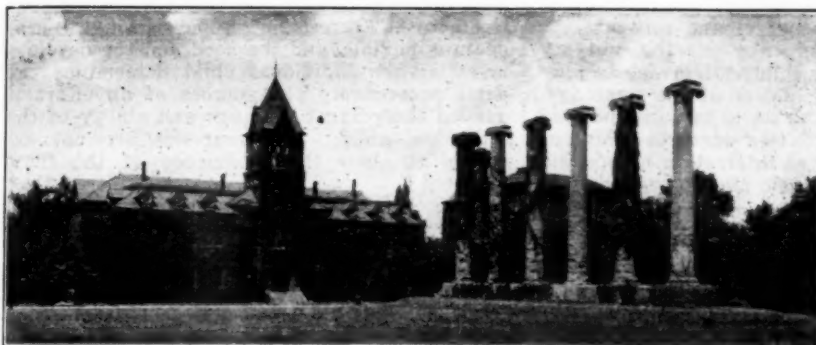
Outdoor play such as running, jumping, climbing and building is encouraged in all sorts of weather. Sandboxes, boards, swings, slides, wagons, short ladders, packing boxes, small kegs and orange crates are some of the outdoor toys that provide for the muscular needs of the children.



Negro Children Also Enjoy Supervised Play

The mental development of the nursery-school child is promoted thru correct habit formation and social contact. The nursery school believes that behavior can be modified and that if it becomes necessary for a child to unlearn some unsocial habit, a new and more satisfactory one can be substituted if the learning process is a pleasurable one and the results satisfactory to the child. Equally so will an unsatisfactory result and an unpleasant association tend to weaken the power of the habit on the child. With these laws of learning in mind, the nursery-school teacher does much toward reducing temper tantrums, food refusals, fears and quarreling to a mini-





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**T**HE PROSPECTS are better for a more successful year at the University of Missouri this fall than they have been for years. The increase in this semester's enrollment indicates that the students of the state are realizing more than ever before the advantage of attending school at their own state University.

Especially in the Graduate School, which shows a 24.35% gain in enrollment over last year, is the feeling of the importance of attending school "at home" exemplified by the students working on Master's and Doctor's degrees.

Another indication of the importance of attending the University of Missouri is expressed in the number of requests made

to the University each year for high school and elementary school teachers. According to the Committee on Placement the coming year is expected to be a record year in the placement of teachers in new positions.

In a recent report to the President of the University the Chairman of the Committee on Placements said, "Our supply of people with Master's degrees is so nearly exhausted that we are unable to meet the demand from a number of places for people with Master's degrees to conduct adult education work." So far this year over 200 teachers have been placed in positions by the committee and requests for teachers are being received by the committee daily.

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mum and establishing instead good habits of eating, sleeping, self-control and self-care.

The *socializing influence* of the nursery school comes thru the children learning to play and work with other children of the same age. The equipment adds the social background, and frequently children of two or three years of age will show an active interest in paints and clay, in listening to music and story-telling or taking part in acting out some simple story. They learn to live with each other and as their knowledge of language grows their understanding of each other grows.

2. A second purpose of the nursery-school program is to extend to the homes of the children aid in child care and guidance and assistance in the solution of the home difficulties.

What happens to the child when he is at home is a matter of concern since much of the advantage gained by attending nursery school is lost unless these same principles are carried over into his home life. In order to deal effectively with the problems of each individual child, the teacher must know the child's home background and the attitude of his parents toward her efforts. Hence visits to the home and conferences with the parents are necessary to secure this desired understanding and the possible raising of the standards of child care and training in the home. Conferences with the parents frequently help to eliminate a food or behavior problem. A casual friendly visit to the home sometimes reveals a need which it is possible for the nursery school to supply. The health program of the school may improve the health care in the entire family. Observation in nursery school by the child's parents is encouraged as the parents gain a clearer understanding of him in his relationship to others. By entering intimately into the life of the school the parents enjoy the pleasure of belonging to a congenial group. Nursery-school mothers have hemmed school window-curtains, made doll bedding, assisted with cooking, table-setting and serving of children's meals, and playing the piano for the children. Fathers have painted and repaired school equipment, given large wooden boxes for outdoor play, and constructed swings and seesaws. Nursery education like all good education is essentially a friendly enterprise, and this characteristic of friendliness is expected to color all contacts of the nursery school.

#### Equipment and Staff of Nursery Schools

The newness and the highly specialized nature of nursery-school education has brought new and unusual responsibilities to public-school officials. In many cases schoolrooms were available but the equipment was unsatisfactory for small children. A nursery school is *not* a kindergarten and there is no formal teaching; hence instead of desks there are books, toys, boxes, scissors, blocks, paste, clay, paint, paper, and small tables and chairs. The equipment and environment are designed to supply the needs of the child in sense experience, in motor skill, in vocal expression, in

social experience and in creative and constructive effort. There is no regimentation, the program is flexible, and the need and the development of the individual child determines the day's procedure. The success of an effort is graded according to the age and ability of the individual child. Two-year-olds are not expected to show the proficiency of the four-year-old.

In the standard nursery school there are a head teacher and an assistant teacher. They are appointed by the local city superintendent from the list of unemployed teachers, and have the same qualifications as the other teachers in the system plus a short but intensive period of training (usually four weeks in length) in an Emergency Nursery School Training center. The registered nurse is also chosen from the unemployed list and usually does welfare work among the families in addition to her duties at the school. Any additional help, as the cook, is taken from the relief rolls and paid by the hour.

#### Local Advisory Group

The local school superintendent is in charge of the emergency nursery schools located in his city. Rural nursery schools such as those in connection with consolidated schools are under the supervision of the county superintendent. The plan for each school is prepared by the superintendent in charge in collaboration with the local relief authorities and other appointed individuals interested in the nursery school as a relief measure. These persons constitute the local advisory group.

#### The Emergency Nursery School in Missouri

Early in January, 1934, the organization of Emergency Nursery Schools was started in Missouri. These schools constitute the sixth emergency educational program authorized by Mr. Harry Hopkins of the Relief Administration and recommended by Commissioner George F. Zook to state and local public-school authorities. State Superintendent Chas. A. Lee sent letters of instruction to city and county superintendents detailing the organization of these units. Miss Christine Glass of St. Louis was appointed Federal Representative acting as Nursery-School Supervisor.

Ninety-five schools were started in January in Missouri. The National Advisory Committee sent out specifications which each school should meet if it wished to continue under the national funds. The majority of the schools were unable to answer the requirements, so they closed the latter part of March. Nine schools were able to reorganize according to the standards set and continued in operation until June first, when funds were exhausted and all Emergency Nursery Schools in Missouri closed. The tentative plans for the 1934-35 term call for the reopening of twenty schools in Missouri, well distributed over the state. They are scheduled to open about October 2nd and will be set up according to the standards determined by the National Advisory Committee. The teachers and nurses will be selected by the local superintendent

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from the list of qualified but unemployed, and the children will come from families that are on relief or unemployed or needy.

Two units in Cape Girardeau, one for colored and one for white children, were typical of the schools in Missouri. They were located in the section of the town populated by laborers in industrial plants. The fathers of many of the children had been unemployed for some time and on local relief. Two vacant houses were secured for use of the schools; the local advisory board donated the chairs and tables and the local relief agency supplied the greater part of the food. Government surplus supplies were used when available and cod liver oil was donated privately. Community gardens furnished green vegetables.

The equipment came from various sources. Picture books were made by Sunday School classes, clothing, fruits and jellies came from many individuals and the Red Cross loaned blankets. The Kindergarten children in the local Teachers College dressed dolls and sanded blocks donated by the College Manual

Training Department. Lumber for sandboxes was given by a local lumber company and built by a friend. A father made a see-saw, friends loaned various pieces of furniture and the Primary Department collected toys, books and pictures for the schools. The College Chapter of Association for Childhood Education staged an Easter Egg Hunt at each school, donated orange crates for shelves and aided the Art Department in refinishing two very attractive doll houses, one for each school. An outstanding service was the making of the frames for the cots for both schools. This was done by the Manual Training Department of the College. As people became acquainted with the project and the motive behind it, they were eager to help and much approval of the endeavor was expressed.

The goal of an educational program should be the development of the individual child. The nursery school stresses his social and physical welfare along with the intellectual. It strives to bring joy to him in doing, in living, and in working.

## Adult Education

Eugene S. Briggs

There is an unusual opportunity in Missouri this year for a program of personal enrichment for all. Through the Missouri Relief and Reconstruction Commission, Wallace Crossley, Administrator, funds are made available for well-qualified teachers who are unemployed. The Study Club can now have a trained leader, who has specialized in the particular field of interest. Groups of parents who wish more knowledge concerning home problems and child care may have one trained in the field to help. Citizens interested in social, economics, and governmental problems may form discussion groups under expert leadership. All who are interested may have an opportunity to learn.

A chasm has opened between school education and adult education. Many believe the latter refers to that process of making illiterates literate and foreigners American—or to continuation, part time or vocational education in the restricted meaning.

A program of Adult Education is concerned with all who are 16 years or more of age regardless of conditions, careers, credits, or credentials. It proposes a way for all to begin where they are and to continue to educate themselves by using the opportunities afforded through the Adult Education Program. Experience has shown that most people want and need enrichment and cultural advantages.

"Personal Enrichment" is a much better term than "Adult Education." Most people do not care to be called adults and many do not appreciate undergoing a process of education—there are too many unpleasant remembrances of half-work, poor work, or wasted

time carried over from school days of a generation ago.

What can we offer for the personal enrichment of all persons 16 or more years of age in Missouri? Following the example of Logan K. Fuller, supervisor of Adult Education in St. Louis, each district should make a careful survey to learn the need for and the demand for such a program in the locality. Knowing this, the program may be set up with reasonable assurance of success.

We are in the midst of one of the most rapidly changing civilizations the world has known. We are living in a democracy where each vote is of equal importance. Social, economic, and governmental questions are vital. How can we participate intelligently in solving the problems? It is recommended that discussion groups under intelligent leaders (not lecturers or speech-makers or those with bias or prejudice) be organized in many communities for the purpose of studying, discussing and analyzing the situation in the United States and in the nations of the world, and of examining efforts to remedy existing conditions.

Too long has it been evident that thousands of parents have little or no idea of the duties and obligations they assume with parenthood. So few know anything about children or how to care for them. Only a small beginning has been made in this enormous field of education. Parents are interested in any program that will assist them in being better mothers or fathers. Every effort to take advantage of this branch of adult education is being encouraged.



Every assistance will be given to supply the demands for leaders of groups whose interest centers in the Arts—from a course in Italian Painting of the Siennese and Umbrian schools of the Fourteenth and Fifteenth Centuries to a practical demonstration of how to refinish furniture! Many individuals underestimate their creative capacities. The belief, "Artists are born and not made" has discouraged many. Judgments and public criticisms passed on public exhibitions are often not encouraging. The true value of creative work is what is done to the individual creating the work.

Whether in the field of art, drama, literature, music, or mechanics unheard of thousands at one time or another have longed for an opportunity to create something. We need more originality. Personal satisfaction—enrichment accrues from personal possession of an original idea and tangible embodiment of it regardless of the degree of perfection obtained. All worthy efforts in this connection merits community support.

Creative and recreative activities go hand-in-hand—the latter assumes the former. A program of adult education that will insure all truly recreational activities pitched on a highly effective plane is an aim. More time for recreation—less grind—better health—better satisfaction in recreative activities! Organized play for all at all levels! Organized study for all at all levels!

Everyone should have an avocation as well as a vocation. Hobbies are desirable. Each

enjoys his hobby more and more as he learns more and more about it. Groups of twelve or more with interest in a common avocation may be formed in any community.

The radio offers opportunity for thousands of families to receive benefit from well-planned programs. In surprisingly few cases has an effort been made by either commercial broadcasters to make educational programs of permanent value or to prepare the audience for intelligent listening. The success of such notable programs as the Damrosch Music Appreciation Hour, the American School of the Air, the broadcasts of the Foreign Policy Association, the National League of Women Voters, and the National Advisory Council of Radio in Education have demonstrated the value of carefully planning not only the program itself, but also those aids to listening which insure well prepared and intelligently critical audience.

The public library is one of democracy's devices for making the materials of education available to all citizens. Its chief function is the diffusion of ideas as recorded in print. It serves more millions of adults than any other publicly-supported adult education enterprise. Its effective operation and use are, therefore, a basic necessity, not only for adult education but also for intelligent citizenship. A more intelligent use of the facilities of libraries is an aim.

Twenty-five thousand young men and women were graduated from the high schools in Mis-

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souri this year. Judging from the past about six thousand of them will enter colleges and universities in the state. What will be the educational opportunity for the nineteen thousand others? A program of personal enrichment may be provided for these as well as for the thousands of others graduated during recent years. Under certain conditions college credit can be arranged.

No program of adult education in Missouri would be complete without courses in Agriculture. They are probably better organized, under the leadership of the University, than most of the courses included in the program. Encouragement and increased participation in these courses should be a goal under the adult education program in the state.

Seventy-five thousand potential voters in Missouri are illiterate. Is there further need for comment? Their need is our responsibility if we are to maintain our governmental equilibrium and insure the maximum of happiness and success to each member of our society.

All agencies whose goals are Christian character and conduct strive or should strive to minister to the needs of adults. Personal enrichment is never more satisfactorily attained than through a mastery of the technique of the fine art of living. A major objective of adult education is to provide for a maximum service directly and through all allied agencies. Groups interested in Bible study, religion, ethical conduct, etc., should be included in every effective adult program.

Three million or more women belong to women's clubs. The majority of the nationally-organized clubs maintain a study program. Outlines, reading lists, instructions to leaders and detailed suggestions are carefully planned by national and state headquarters. Many clubs also cooperate with extension programs from colleges and universities. Men's service and civic clubs usually have committees on education. They welcome an opportunity to participate in any worthy educational program.

During 1932 more than four-hundred thousand adults in the United States were enrolled in evening vocational classes under state and local supervision while three hundred and sixty-seven thousand were enrolled in part-time classes. Vocational home making classes, Y. M. C. A. and Knights of Columbus classes, progressive manufacturing and business concern's classes, employer's organization's courses by correspondence, municipal government's classes are all evidence of the eagerness for self-enrichment.

Adult education is as broad as human interest. The opportunity for study is at hand. All who are seriously concerned with self betterment may participate. All who desire a better community in which to live may help bring it about. All who hope for a better social order may help in realizing the hope.

## The Candidates For State Superintendent— Their Party Platforms\*

### DEMOCRATIC

"WE RECOGNIZE the proper education of youth as a prime social obligation in a democracy. We, therefore, pledge our aid in securing adequate



LLOYD W. KING,  
Supt. of Monroe  
City Schools.

financial support for, and progressive improvement of all of our public schools, from the rural schools to the higher educational institutions, to the end that all of the children of the State will have equal educational opportunities and the highest standards of instruction and guidance."

### REPUBLICAN

"THE STATE HAS made rapid progress in educational development during the last sixteen years in particular. Laws have been enacted which



DON C. MATTHEWS,  
Supt. of Sullivan  
Schools.

tend to equalize educational opportunities and burdens, bringing a free high school education within the reach of all children, regardless of race or color. The failure to finance these laws has deprived thousands of others of their lawful educational rights had it not been for the loyal and patriotic devotion of the teachers of the State, who have given, at great sacrifice, their services to the children in thousands of schools.

"We renew our support of the school law of 1931 and favor the State's meeting its financial obligation to our schools.

"We approve of an enabling act in the form of a constitutional amendment to be submitted in the coming November election which would permit legislation to establish a teacher retirement fund.

"We are opposed to partisan politics being forced upon our public schools, and favor the administration of the State Department of Education by a non-partisan board."

\*We have taken the liberty to delete purely laudatory and condemnatory phrases from these platforms.—Ed.



# OUR RURAL SCHOOLS

By Miss Ada Boyer

## TEACHING WRITING

ACCORDING TO THE Course of Study, page 556, every child completing the first grade should be able to make all his small letters and the most commonly used capitals. Other pupils should be able to write legibly, use a uniform slant, and attain a fair rate of words per minute. These standards are not too high, and they can be easily achieved in the time allotted to writing even if we find at the beginning of the year that none of the pupils can write well and that there are no writing pads in use. We know how crowded the day is, and we know that work must be planned well and done quickly or results will be meager. Teachers confess they do not know how to begin to teach writing, and when one stops to think of it, the work has been badly neglected. But the work can be done and done well enough to show decided improvement if some attention is given the teaching.

Beginners should do all board work at first in order to avoid the cramped position that comes from too early use of the pencil which is too small for tiny fingers to grasp easily. No child should be taught or even permitted to print, for the angles thus acquired carry over to written work and are hard to eliminate. Added to that, we are to need writing, not printing. Seat work is beyond a child until he acquires some mastery of writing, and that is why it should receive attention from the very first day's work.

For the first lesson, children who cannot write are sent to the board. In rural schools, this will sometimes mean the three or four lower grades, occasionally it will be the whole school, seldom will it be only beginners. Of course, the children will be writing, but the work will be so far below standard that starting all over again with the beginners is not wasted effort. The teacher shows them how to make a large circle by having them stand be-

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hind her and follow the movement of her arm in the air, thus they learn to move the arm from left to right as in making a small *e*. Next they make many large circles on the board (ovals, if you prefer) and gradually make them smaller and farther apart until they become a chain of small *e*'s. For the larger pupils, teach the need of the correct swing between letters, the uniform slant, and the necessity of putting a loop in the *e* to distinguish it from small *i*.

With the same movement, the small *l* naturally follows. After that change to *i*'s and *t*'s and show that the stroke comes back on the same line and that the last stroke of the letter must return to the level of the lowest part of the beginning stroke. After that the small *a* can be taught, but it should not involve the upward and over and back stroke used in connecting the *a* to other letters. Good directions for the *a* are given when making it for them: Begin with cravon here, go up a trifle, then over and around, then make the last part of the *a* come back to the bottom of the first part. These directions prevent children beginning at the top of the letter and then going back to it as the circle is completed. Following the letter *a*, they learn to connect the *a* and *i* with *t* and can now write "at" and "it" which is a delightful achievement during the first week of school, or after three or four lessons. "Make haste slowly" is an excellent adage here, for all work should be watched closely to prevent the forming of wrong habits.

For older classes, carried on at the same time, this plan can be used: teach the lower grade letter, then upper grade letter (often they can practise on same letter) and then go about the room giving definite and helping criticism. Some comments on an *a* lesson would be: "That *a* is good, this one poor. Make more like this one." "Those are good, but just a little too large. Try getting them smaller." or "Those are made right, but are too small, you can make them larger." "The last stroke must come back to the line, or the bottom of the first part of the letter." Later comments on lessons can be: "A must not be left with one leg up in the air," "K stands on two good feet, both legs the same length, not one up," "G hangs his tail below the line (small *g*) and never stands on it." "J, p, y, and z must come below the line" (unnecessary where unlined paper is used, but still necessary for ruled tablets). "The swing between each letter should be longer, or shorter, or not v-shaped." Such criticism shows the mistake and tells how it can be corrected. This gives the child something on which he can work, and the normal youngster goes to work eagerly, especially if he is sure improvement will be met with praise.

Some ways of showing improvement and of encouraging good work are: (1) Have pupils make their large and small abc's on a sheet

of paper. Keep it and have them write again at set times and note improvement. (2) Keep written work from beginning of year, store it in old envelopes, and later compare it with other work. (3) Have a writing hospital for those who suffer from chronic ills they can't overcome. Usually they recover quickly in order to get out of the hospital which in our school is the blackboard. (4) Let pupils write spelling and English work on the board under close supervision and correct faults in writing. (5) Words in English and spelling that are marked wrong because of *i*'s that resemble *e*'s, and *o*'s that look like *a*'s will help eliminate these mistakes. (6) Let pupils write sentences and then mark certain letters for improvement. (7) Time pupils to see their rate per minute. (8) Let pupils tell the letter on which they need work and then have whole school practise this one letter.

There must be close supervision during the writing period if any progress is made. This means several trips around the room and to the board. Each child's work should receive some inspection, some praise and some instruction for improvement. Improvement should be emphasized rather than the best or the worst. Better to comment upon a single good letter in a sentence than to dwell too long on all the poor ones. After a few weeks of close inspection, improvement will be noticeable.

Writing pads are excellent helps, but care must be taken to see that there is a transfer of ability or pupils will think a good practise lesson need not be followed by good written work in other subjects. Many schools, however, do not have any writing helps, and the teacher must use her own knowledge. Even with the books now adopted, beginners must have some elementary instruction before using the books. Lack of the pads should not be an excuse for not teaching writing, for writing can be taught well with no other aid than the blackboard.

We predict the use of the plane in the place of the automobile, and we foresee the increased use of the typewriter, but in the meanwhile we continue to use the auto for travel and our fingers for writing. Since all of us must write at times, and some must write all times when transfer of thought by paper is necessary, there seems no reasonable excuse for our neglect of writing.

Teaching writing is as much part of our work as the three R's and music. It is easier to teach than any other subject and the progress is more encouraging. Often this offers the only avenue of success to some pupils. It is possible to send pupils out of first year's work knowing how to write legibly and easily. Then why shouldn't we be able to send them out of the eighth grade writing well and rapidly? We can if we give the lessons the same time, the same care and the same thought that we give to other work.



## Todd Tells Them

**D**R. WILLIAM HALL TODD, Principal of the Grant High School in St. Louis, has for more than a year been directing the educational programs for KSD, the broadcasting station of the "St. Louis Post-Dispatch." This experience, so satisfactory to both the "Post-Dispatch" and the public, has elicited from him an article in the September number of "Broadcasting" which in Dr. Todd's apt description is "the 'School Board Journal' in the radio field." After detailing the qualifications of an educational program director and the relations that should exist between him and the broadcasting station, he makes the following significant statements:

"The use of the air channels will have to be shared for public welfare service, including education. It is merely a question of method. Before attempting to nationalize any part of broadcasting, I want to see an earnest effort made to effect a cooperative arrangement whereby commercial station facilities are used to meet the situation. If this cannot be done voluntarily, then it may be necessary to require arbitrarily that stations allot a percentage of different class times to public welfare services as a charge for the use of the air channels. In the meantime encouragement should be given stations disposed to contribute to public welfare by the allotment of air channels, power privileges, and other such assistance commensurate with the services given. And a bit of disfavor to stations evidencing no such disposition would be quite wholesome.

"I would like to see a real effort made to set up what might be looked upon as the 'American System' of broadcasting wherein commercial advertising under fair and safe conditions might enjoy the use of air channels, and at the same time make a substantial contribution to the public welfare needs of society for the privilege enjoyed. My position is prompted by no brief for commercial stations, or commercial advertising. At the same time I recognize that advertising has played, and does play, no small part in advancing the standards of American living. It has been a substantial factor in elevating the entire social fabric. Radio itself, the great new boon to society, is a commercial advertising contribution to mankind. But I am prompted to my position by the desire to see public welfare effort, distributed widely over the entire country, enrolling in its service as many people as possible in every community. The use of every radio station promotes such a purpose, and makes radio available to the greatest number in the largest way.

"I can recognize too, that if the public welfare needs of the country are served adequately, the burden will be too great for commercial stations to carry it all as sustaining features. In preference to nationalizing a part of the broadcasting, at government expense, of course, I would suggest that existing stations be allowed a fair carrying fee from govern-



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ment funds raised for the purpose. Without call for government capital outlay, without destroying anything already created, without actual hardship on anybody, such a system of broadcasting could be effected and tried out. All that is needed is the courage to do it."

The following editorial statement is made by "Broadcasting" with reference to Dr. Todd's suggestions:

"The question of whether a percentage of the broadcasting facilities should be set aside by law or edict for the use of education, or

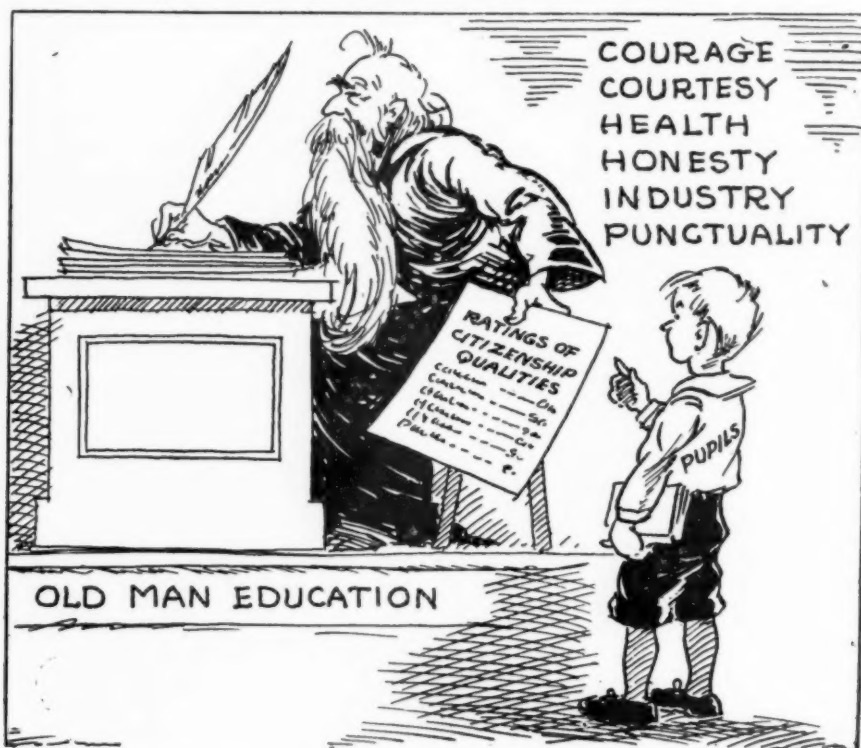
whether a more cooperative arrangement can be worked out between stations and educators, is still unsettled. The author of this article, on the basis of his own experience is cooperating with a commercial station, makes a common sense analysis of a problem that will claim the attention of the FCC and the entire broadcasting industry at the '25 per cent' hearing Oct. 1, and suggests that it would be better for all concerned that a cooperative arrangement be worked out between educators and radio."

## Making Character Education More Effective

by  
R. L. HUNT

**T**HERE HAS BEEN a growing demand for more practical curriculum in the schools in recent years. Character education has received much attention in magazines, year-books of educational groups, and from plat-

Educators have been more concerned with the approach, the method of instruction, and the form rather than the substance of the curriculum in this field, if published material may be accepted as a criterion.



form speakers. However, there seems to be a lack of practical and effective character education programs in the schools. The intangibility of the data, the indefiniteness of the aims, and the lack of a standard nomenclature are major causes for the present status of this subject.

### Controversial Points

If character education is to become more effective, the curriculum must be made more definite, and some plan for checking results should be developed. There must be some reasons for the slow development of an effective

tive character education program. Citizenship training has been acknowledged as a paramount function of the schools. Educational authorities are divided on the need for a special curriculum for character education. Some contend that a special curriculum is not needed, because the teaching must be done incidentally in every subject, that the example of the teacher is the all-important factor in character development among the pupils, and that such a plan is too artificial and unnatural. Others contend that a special curriculum is necessary, because the subject will be neglected if left to incidental teaching, and point out the fact that the teachers cannot be expected to feel the importance of this subject until it is placed in the curriculum on a parity with other subjects. Correct English is supposed to be emphasized in every subject, but few, if any, have advocated dropping this subject as a separate curriculum unit. Incidental teaching, be it in English or character training, may be expected to result only in accidental learning.

The approach to the subject is another controversial point. What shall be the content units of the curriculum? Perhaps, the use of traits versus trait situations as basic units, sums up the main issue. It is true that a limited and definite list of generally accepted fundamental traits has not been determined and accepted. However, an analysis of the dispute between the trait advocates and the trait situation proponents fails to present a marked contrast. What difference does it make whether the teacher sets up the situations, or takes the situations as they arise and develops the desirability of certain traits, or uses the traits as the basic units and develops them through the situations? In either case the objective is that of presenting the traits in a way that they may become ideals and thus a part of the pupils' thinking and acting.

Objection to using traits because they are too abstract and because all situations dealing with individuals are complex, have been offered by those who advocate placing the emphasis upon trait situations. The same objections may be applied to either approach. The responsibility rests with the teacher in presenting the traits through actual life situations in such a way that they have real meanings to the pupils. The writer is not advocating a specific list of traits to be learned as the fundamental combinations in mathematics are mastered. The trait list is for the teacher's use in checking the qualities exemplified by the pupils, and in determining the needs of each group as well as the needs of each individual. The list of situations is apparently much longer than the list of traits. The program must be elastic enough for the teacher to emphasize the traits according to the needs of the pupils. The order of the units should not be indicated as in other subjects. The desirability of utilizing situations as they arise cannot be over-emphasized.

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Measurement in character has also received much attention and study. However, this term is a misnomer, as it is the pupils' reactions to certain situations that are really measured or judged. Judgments rather than concrete data have long since been the standard of measurement where personalities are involved. The intangibility of the data pertaining to character is evident. Since character ratings in adult life situations are based largely on individual judgments, the schools should not discard this source for collecting data merely because accuracy and reliability cannot be established statistically. Subjective data seem to be a necessary part of any testing program in character education. Accuracy and speed may be measured with a degree of definiteness. Punctuality, a more fundamental trait, may also be judged with concrete data to a certain degree. However, it seems rather fantastic to predict that the percent of honesty one possesses will ever be determined.

Much has been written on the merits and demerits of both the direct and indirect method of teaching in this field. The important thing for the teacher to remember is the fact that she must make use of both the vicarious and direct experiences of the pupils. These two methods are inseparable. Both are essential in developing a character education program.

#### Trends in Character Education

The writer made an analysis of a limited amount of literature in order to determine the general trends in character education curriculum development. Data were collected from about 150 sources, including teachers' college, city, and state courses of study, books and magazines, and an analysis of the lacking desirable citizenship qualities of over 5,000 pupils, studied for an entire year. As the material thus collected was primarily for use in a public school system, the analysis was limited to the aims, content units, and measurement.

The literature analysis failed to produce a clear statement of the aims of character education. However, the following summary has been made from the data collected: (1) Developing the individual so that he may become an active and worthwhile member of society; (2) developing the ability and desire to make sound moral judgments; (3) developing a realization of the fundamental law of penalties for vices and rewards for virtues; (4) developing a knowledge of and a willingness to accept the ideals of the better class of people; and (5) correcting false notions and ideals.

The general trend in the curriculums analyzed was that of centering the content units around traits. Traits and situations cannot be separated, as the trait is developed through the situations. Traits are not to be used to enable the pupils to know the abstract terms, but as material to guide the teacher in providing situations that will give the pupils experiences in meeting and solving problems that involve moral behavior, decisions, and judgments. In other words, traits are the abstract terms through which the teacher sets up the program in order to bring about life situa-

tions and experiences that will remove the abstractness of the traits and establish ideals.

The curriculum used in the writer's schools is organized around eight family groups, including a total of 36 traits, with suggested situations for presenting each group. These traits, which are used in a character trait measuring scale are grouped as follows: (1) COURAGE—initiative, self-reliance, service, dutifulness; (2) COURTESY—kindness, truthfulness, politeness, respectfulness, reverence, sympathy, gratitude, sincerity; (3) HEALTH—cleanliness, neatness; (4) HONESTY—fairness; (5) INDUSTRY—thrift, usefulness, good workmanship, perseverance; (6) LOYALTY—cooperation, obedience, patriotism, sportsmanship; (7) PUNCTUALITY—dependability, reliability; and (8) SELF-CONTROL—adaptability, tolerance, temperance.

The most practical measurement program for the public schools seems to be the use of a trait measuring scale. Many such scales are available. However, those based upon such points of gradation as "seldom," "sometimes," "half and half," "nearly always," and "always" are more practical, and provide a plan whereby the teacher may make a personal analysis of each pupil and check the progress in so far as subjective data are accepted as a reliable measure. Ratings are recommended at least twice each year.

#### Results of a Specific Curriculum

After using a definite character education curriculum for four years, the following results have been indicated: (1) The teachers have become more conscious of the importance of this subject; (2) many traits have been emphasized that were previously omitted; (3) subjective data have been produced to show improvements in many citizenship qualities; (4) tardiness has been reduced over 400 percent; and (5) the teachers have come to consider each pupil as an individual rather than merely a member of the group, through the use of trait measuring scales.

#### Recommendations and Conclusions

Character education can be made more effective: (1) If it is placed on a par with other subjects in the curriculum; (2) if teachers are given an educational background for this work in their pre-service training; (3) if the content material is made more practical; and (4) if a personal analysis of each pupil is made and emphasis placed where it is needed the most in citizenship training.

The report cards of the traditional type should be replaced with ratings of citizenship qualities. Teachers should concern themselves more with ways and means of making the school program center around social and economic problems. The pupils should be equipped with the capacity to meet and solve problems involving moral judgments and behavior.

#### Suggested References

- Charters, W. W. *The Teaching of Ideals*, The Macmillan Company. New York, 1927.
- Course of Study for Elementary Schools*, pp. 761-810. The State Department of Education, Pierre, South Dakota, 1933.
- Character Education*. Tenth Yearbook. The Department of Superintendence of the N. E. A., Washington, D. C., 1932.



## NEWS NOTES

### D. C. HEATH ACQUIRES LANGUAGE PUBLICATIONS FROM UNIVERSITY OF CHICAGO PRESS

The transfer, just announced, to D. C. Heath and Company of the large list of important foreign language publications issued by the University of Chicago Press completes an interesting cycle of forty years ago in publishing history.

Even before large bequests had made the future of the University of Chicago certain, President Harper foresaw the need for a university press. On February 9, 1892, he wrote to Daniel Collamore Heath, head of the publishing firm of D. C. Heath and Company, inviting the Heath firm to enter into partnership with the University to establish and take complete charge of a publishing department which, he hoped, would "in centuries to come be the equal of the Clarendon Press."

At that time D. C. Heath and Company had been in existence only about seven years, but was known especially for its pedagogical and foreign language books. Culturally, Chicago and the Northwest were still young, though growing fast. Western newspapers and journals viewed the new enterprise, including a fifty thousand dollar company to carry out the project, as a factor in their educational and intellectual development.

When the growth of the Heath business and the prospective expansion of the University Press terminated the association, Heath took over a number of the University of Chicago titles, some of which remain on their list; and the portrait of Daniel Collamore Heath still hangs in the reception room of the University of Chicago Press.

Now, after forty years, D. C. Heath and Company, acquires the entire University of Chicago foreign language series, as well as titles in preparation, and in the foreign language field the relations begun more than forty years ago are resumed. United with the Heath list of over seven hundred active titles, The Heath-Chicago Language Series will be maintained as a distinct unit.

### ART EXHIBITIONS AVAILABLE TO TEACHERS

A COMMITTEE of the Art Department of the Missouri State Teachers Association has collected from the Teachers College and the University of Missouri good examples of drawings, paintings and designs which are available to any superintendent or teacher in the state who is willing to pay postage one way.

These drawings have been assembled for the purpose of inspiring the boys and girls of the public schools to do more and better work in art. They are mounted on cardboard 22 x 28 inches for ease of hanging, and wrapped in paper for convenience in sending through the mail.

## Something New in the Teaching of English

MR. SHERWIN CODY, nationally known teacher of English, has just written two small volumes that are sure to mark a new era in the teaching of seventh and eighth grade English.

Each booklet contains two interesting letter-writing projects—one project for the fall term, and one for the spring term. Each project contains sufficient material for a six weeks' course. The work may be done during consecutive weeks, or may be spread out over the entire term.

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Miss Deborah D. Weisel, Chairman,

Teachers College, Springfield, Mo.

#### **GUIDANCE—COUNSELING BREAKFAST**

During the week of the State Teachers Meeting in Kansas City an opportunity is being given those concerned with problems of guidance and counseling to have breakfast together. This breakfast will be held on Friday morning at 8 o'clock in the Crystal Room of the Phillips Hotel. Some three or four five-minute talks are being planned.

All teachers, high school advisers, directors of guidance and counseling, high school principals and superintendents of school who are interested are urged to be present.

Only a limited number can be accommodated so please make reservations or secure your ticket now by writing to Miss Elizabeth K. Wilson, Director of High School Counseling in Kansas City, Library Building, Kansas City. The price is 60 cents a plate.

#### **OFFICIAL ORGAN NATIONAL ASSOCIATION OF STUDENT EDITORS**

Under date of September 20th, "Vitalized School Journalism" issued its first edition. This official organ of the N. A. S. E. is a four page, six column sheet devoted to the interests of school publications promoted by students. Editorially, it sets forth its ideals as follows:

"It will be of, by and for members of that organization. It is to reflect the ideals and activities of editors and be a means for the communication of ideas."

#### **Dean Vest C. Myers Speaks in Wyoming**

Dean Vest C. Myers of the Teachers College delivered addresses at the meeting of the Southwest Wyoming Teachers Association, Rawlins, Wyoming, on October 6. Dean Myers delivered three addresses while there. "The American Scholar," "The Maladjusted Child," and "Psychological Difficulties in Teaching Reading." Professor Myers has made a study of teaching children who cannot adjust themselves to ordinary school life and school surroundings and has made somewhat of a reputation for his investigations and deductions along that line of pedagogical work.

The Grade School Activity Association of Jefferson County met recently at Hillsboro and voted unanimously to continue the organization in order that the state and county program of activities might be more easily and efficiently carried out by the rural teachers of the county. This organization handles all the

activities of the rural schools which could not be carried out by each teacher acting separately. All of its activities are closely allied to regular school work and are recommended and encouraged by the State Department.

New Florence Elementary School put on an antique exhibit as a Friday afternoon's entertainment. Linens, coverlets, quilts, old books, firearms, farm implements, spinning wheels, furniture and pictures covered the auditorium. Girls with powdered hair and antique costumes were in charge and old time music added an air of antiquity.

"The Hi-Post" is the name of a section in the Wellsville Star edited by the Wellsville High School.

The new Marion City School on Bay Island, East of Palmyra, was dedicated October 4. County Superintendent E. C. Bohon and Lloyd W. King took part in the ceremonies. Miss Margaret Kizer is the teacher.

Mrs. R. E. Hackler is teacher of the Duck Creek School in Macon County and the Macon Chronicle devotes nearly a column to news notes from that school from which many of the county teachers no doubt receive valuable suggestions. The notes include interesting contributions from pupils.

The eighth grade of the Hamilton Schools over which Supt. E. F. Allison presides staged an election modeled after the National election plan. Two parties, "Progressives" and "Loyals" battled two weeks for their candidates and the final count resulted in divided honors.

The Annual St. Francois County Educational Conference was held October 5 and 6 at Bonne Terre and Farmington respectively. Dr. Frank L. Wright, Head of the Department of Education, Washington University, St. Louis, Missouri; Dr. I. N. Evrard, Missouri Valley College, Marshall, Missouri and Charles E. Bess, Flat River Junior College were among the speakers. County Superintendent J. Clyde Akers presided at all the sessions.

S. W. Skelton, Superintendent of the Oregon Schools, was elected as President of the Knights of the Hickory Stick at a recent meeting in Maryville. Lloyd W. King and Dor Matthews, candidates for State Superintendent of Schools, appeared on the program.

The Pike County teachers, at their August Plan Meeting, adopted a library plan with fourteen districts cooperating. The plan is as follows: A fee of \$5.00 is paid for the first year and \$2.50 a year for the years following. Books are loaned for four week periods. This plan has been used in other counties and has proved to be very satisfactory and helpful.

## ACTIVITY EQUIPMENT IN A ONE-TEACHER SCHOOL

By Cora E. Morris, State Rural Supervisor

Columbia School, District Number 2; Howell County; Mrs. Ella Marie Smalley, Teacher; Enrollment 38.

Five years ago when Mrs. Smalley was employed to teach this school she was handicapped by the lack of equipment. The picture illustrates what may be accomplished by home-made and inexpensive equipment. Such equipment stimulates the children to undertake interesting and valuable activities in connection with large units of work. The type of equipment often determines the success or failure in a unit of work.

This crowded classroom is unusually attractive. Is this worthwhile? It certainly is! There are probably good teachers who have sloppy rooms, but I have never known a single teacher with an attractive room who was a poor teacher. Such promotes more "carry-over."



The equipment reading from left to right:—Display easel constructed from a piece of discarded furniture; sand table; small table for art center; hanging bulletin board which may be moved as need demands; display rack for arithmetic combination cards; reading table; chairs made from orange crates; waste paper basket made by covering an old pail with colored paper pulp; moving picture machine; sentence and phrase filing cabinet; sentence and phrase display chart; book shelves; double easel with separate display boards of new wood or celotex; stools.

Beside the equipment shown in the picture is a filing cabinet 14" by 17" by 28" for filing mounted pictures and illustrative material.

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**Robert N. Malone**

Mr. Robert N. Malone died at his home in St. Joseph, Missouri, on September 19, 1934. He had been in ill health for several months. Mr. Malone was well known in Missouri where for several years he had traveled in the interests of Scott, Foresman and Company. For several years previous to his connection with the publishing house, he had served as principal of a St. Joseph School.

**State Department Members Wed**

Henry E. Detherage and Miss Ella Moore were married at the home of the bride's parents in Kansas City on September 13. Miss Moore was for several years in charge of home economics work for the State Department of Education. Mr. Detherage has been the director of physical education for the State Department.

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**Record Chart for Pupils Reading Circle Books\***

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<b>Grade 3</b>	(4)	(3)	(3)	(4)	(1)
<i>Bob Jones</i>	* * * * *	* * *	* * *	* * * * *	* * *
<b>Grade 4</b>	(5)	(4)	(3)	(3)	(1)
<b>Grade 5</b>	(5)	(5)	(4)	(2)	(2)
<b>Grade 6</b>	(6)	(5)	(5)	(2)	(2)
<b>Grade 7</b>	(6)	(5)	(5)	(3)	(3)
<b>Grade 8</b>	(6)	(5)	(5)	(5)	(3)

This chart is being used in all parts of the Southwest District. It is designed to take care of from one grade to eight. It is being used in both city and rural schools. The numbers in parenthesis indicate the number of books to be read in the various departments by grades. The minimum number of books the student reads is indicated by a red star \*. Additional books by a gold star ★.

Most teachers make this chart about 20 inches square. It is posted in a conspicuous place in the schoolroom.

\* Contributed by E. E. Neely.



## The Book Shelf

### BOWER ALY OF MISSOURI UNIVERSITY EDITS THE DEBATE HANDBOOK

"**E**QUALIZING EDUCATIONAL Opportunity by Means of Federal Aid" is the question for senior high school debates, as sponsored by the Committee on Debate Materials and Interstate Cooperation of the National University Extension Association.

The handbook for this debate has recently come from the press and was edited by Bower Aly of the English Department of the University of Missouri.

Professor Aly deserves congratulations on many points of excellence found in the handbook, particularly the discussions which include articles prepared especially for the handbook and others born out of the general public interest in federal aid and containing useful material and stimulating points of view.

The selected and annotated bibliography compiled by Professor Gerald D. Shively, Director of Forensics, University of Missouri, covers some forty pages.

The book may be purchased from the Missouri High School Debating League, University of Missouri, Columbia, Missouri. The price is 75 cents.

### NEW NARRATIVES, Compiled and Edited by Blanche Colton Williams. Published by D. Appleton and Company.

A book of sixteen short stories for junior high school pupils, meeting the qualifications of the Junior High School Curriculum as laid down by the Fifth Yearbook of the Department of Superintendence, "vivid, humanizing and uplifting." The stories are well selected and their reading will give pleasure through the arousing of strong and pure emotions.

### A SECOND GERMAN BOOK, by Frederick Betz and Charles Holzworth. Published by the American Book Company. 492 pages plus xvii.

Easy and enjoyable reading, grammar, reviews, principles of word building, and ample material for English-German composition and a marginal vocabulary are some of the obviously attractive features of this book.

### MENTAL HYGIENE IN THE COMMUNITY,

by Clara Bassett. 394 pages. Published by The Macmillan Company. Price \$3.50. This is a comprehensive picture of the relation of mental hygiene to some of the urgent problems of community life. As such it will be of interest not only to teachers but to social workers and ministers as well.

### BOOKS RECEIVED

**BIOLOGY AND HUMAN WELFARE** (New Edition) by James Edward Peabody and Arthur Ellsworth Hunt. A textbook for high schools. Published by The Macmillan Company. Price \$1.60.

**WORLD HISTORY**, Books One and Two, by Carlton J. H. Haynes, Parker Thomas Moon and John W. Wayland. Published by The Macmillan Company. Price \$1.60 each. A work test book for the above by Bruce Overton, price 40 cents.

**THE JUNIOR SPEECH ARTS**, by Alice Evelyn Craig, An English Text for the Junior High School. Published by The Macmillan Company. Price \$1.40.

**THROUGH FOUR SEASONS**, by Edith M. Patch and Harrison E. Howe. A nature study reader for the elementary school. Published by The Macmillan Company. Price 88 cents.

**BEGINNINGS OF THE OLD WORLD**, by Charles A. Coulomb, Emma Dowling and Anna Rapp. A history reader for the lower grades. Published by The Macmillan Company. Price 96 cents.

**THE PICNIC BOOK**, by Jean Y. Ayers, illustrated by Maud and Miska Petersham. A pre-primer. Published by The Macmillan Company. Price 24 cents.

**THE NATIONS AT WORK**, by Leonard O. Packard, Charles P. Sinnott and Bruce Overton. A textbook for commercial and industrial geography in secondary schools. Published by The Macmillan Company. Price \$1.72.

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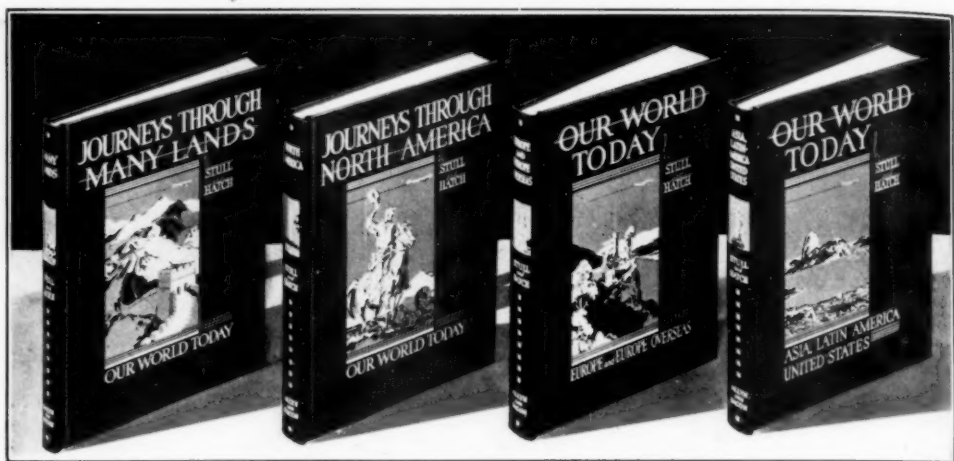
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